

Sport Serious Play

Entrepreneurial Learning in Sport to support Young Athletes employability development



Erasmus + project

Methodology guide of Career Development and Psychometric Methods

Sylwia Gocłowska & Zuzanna Mazur

Institute for the Development of Sport and Education in Warsaw



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Erasmus+

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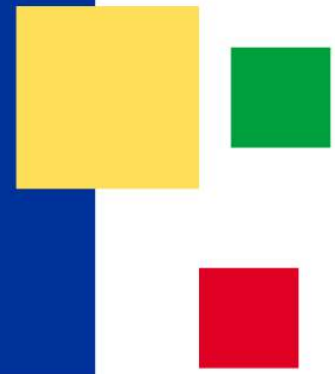
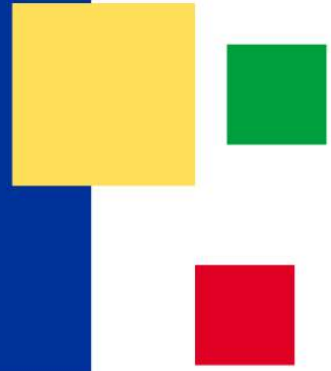


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INTRODUCTION



ABOUT THE PROJECT

The project “ELISA: Entrepreneurial Learning in Sport to support Young Athletes employability development” aims to empower and inspire young athletes to engage with entrepreneurship during and after their careers by activating their skills development with the use of the innovative tool of Serious Play. The core aim of the ELISA project is to enhance the capacity building of young athletes and those working with them (coaches, educators, sports associations and clubs) in entrepreneurial skills to ease the dual career most of the young athletes follow.

This project is an ambitious initiative: youth entrepreneurship drives innovation, acting as a catalyst for change and stimulating invention and progress. Educational and training needs created by these changes can only be met by collective action. The dual career of athletes needs flexibility in employment which is essential to combining their sport and employment life and achieving the right balance. Dual career concerns the opportunity for talented and professional athletes to build a job trail concurrently with a sports career because they face hard in conciliating intensive training and competition with employment. Through this partnership, there is the possibility of sharing the means and abilities that partners individually possess to make a common toolbox to use in empowering young athletes’ dual careers and making space for both practicing their sports careers and providing a living for them.

The project “Sport Serious Play” Entrepreneurial Learning in Sport to support Young Athlete’s employability development” proposes an innovative and integrated approach to the development of key competencies in youth entrepreneurship in the sports environment in order to facilitate young athletes’ dual career. For this purpose, the partners involved in the project follow an innovative inquiry-based learning approach that emphasizes the participants’ role in the learning process. By involving in our project young athletes, their coaches, trainers, educators, staff from sports clubs and associations, as well as stakeholders we will be able to ensure a healthy, safe and happy sporting environment in which athletes’ dual career can be developed without causing significant unbalancing into a young athlete’s career, and subsequently life.



ABOUT THE PROJECT

The first stage of our project was to conduct research on the entrepreneurship skills available to young athletes. Our goal was to investigate the state of the art of the entrepreneurial skills and competencies of young athletes in the European context as well as in each country involved.

This phase of the project was crucial, as the project team was ought to design a proprietary tool, adapted to the specificity of the Elisa project goals. The researchers from the Faculty of Physical Education & Sport Science at the National & Kapodistrian University of Athens developed the 2 original tools devoted to athletes and coaches as well as sports specialists. We introduce you to the two separate tools as an output of the Elisa project:

Entrepreneurship & Dual Career Questionnaire for Coaches and

Entrepreneurship & Dual Career Questionnaire for Athletes

We present our original tools in detail in Chapter 3.

We implemented the designed tools into our research. All data was analyzed and researchers from the Faculty of Physical Education & Sport Science National & Kapodistrian University of Athens elaborated the final report.

The final findings from the research on entrepreneurship skills availability of young athletes are available online. In this Guide we would like to introduce you only the most important conclusions:

1. The analysis indicated that both athletes and coaches find the problem solving, communication, creative thinking and self-respect as entrepreneurial skills that are more closely related to athletes' personal skills.
2. Athletes and coaches share a common approach regarding the importance of entrepreneurial skills, which is important in formulating an education program aiming to improve entrepreneurial skills.
3. The athletes believe that entrepreneurship education is best implemented through compulsory athletes' education, whereas on the other hand the coaches and sports specialists propose that entrepreneurship education should be carried out through a separate course in athletes' High School program which is supported by school activities (e.g. visits, program implementation through the cooperation with entrepre-



ABOUT THE GUIDE

This document is the Methodology Guide of Career Development and Psychometric Methods. It includes necessary tools for trainers, coaches, educators and other individuals working in the sports field in order to go forward with career testing processes with young athletes and identify their propensity for entrepreneurship. Based on the tests results young athletes can go even further in recognizing in what field they would be able to create a career depending on their interests.

Career testing and psychometric testing tools, apart from the field of psychology, can be used in career counseling and employment testing. All types of tests have their usefulness when they are used effectively and with caution. The Methodology Guide will help identify the interests, personal values, preferences, motivations and skills of young athletes by taking a closer look at the multiple and complex facets of their personality, talents and abilities. In essence, the Methodology Guide is used in our project and it's available to the public and works as an excellent guide to evaluating and learning more about young athletes as an entity.

The Methodology Guide ought to be used to identify young athletes' strengths and weaknesses so they can discover their full potential in employability. It can be used to find out where their talents and abilities lie and. That knowledge can help to come up with a plan, set realistic goals for the future and work out the steps young athletes need to take to realise their aspirations. We anticipate our Guide will introduce to young athletes more career options and help them come up with a career plan as it will allow them to evaluate and get to know themselves better.

On the other hand, the Methodology Guide of Career Development and Psychometric Methods can be really helpful for coaches, educators, trainers and any other relevant professionals working in sports, as it provides them the set of tools to support their young athletes to identify their career path at an early stage.

ABOUT THE GUIDE

We prepared this document with various career development and psychometric tests. Our team has done deep desk research and revealed tools, that in our opinion fulfill the project aims. In this Guide we presented and described tests that fit the following selection criteria, prepared by the project team:

1. Each test should have the offline access
2. Tests are ought to be easy to self-use and self-evaluate
3. Results of the assessment should be available free of charge
4. Each test should be accurate and reliable for our project aims
5. Proposed tools should be easy to use by non-professionals (not psychologists etc.)

Many tests and tools used in this Guide are popular and well-known by professionals dealing with career development. Tests and their descriptions were prepared on the basis of widely available Internet sources as well as scientific publications. All sources have been placed at the end of that document. As we are not authors of those tools we based the description of each tool on specification and clarification prepared by test authors and website editors, cited in this Guide.

Our main goal was to collect as many as possible psychometric and carrier development tests (that fulfill the criteria listed above) in one document in order to allow athletes, coaches and sport professionals easy access to valid and reliable tools, when facing dual career issues.

We believe that all the presented tools in this Guide will help to recognize the field that young athletes would be able to create a career depending on their interests, talents and abilities and will help to come up with a plan and set realistic goals for the future.



PROJECT PARTNER ORGANIZATIONS



Coordinator: INSTITOYTO KOINONIKIS KAINOTOMIAS KAI SYNOXIS (Social Innovation and Cohesion Institute) is an organization of civil society, established to help individuals, communities and institutions to develop their skills, improve their performance and share knowledge to be able to meet the challenges of society and thus contribute actively to the development of a European area of skills and qualifications. Our goal is to promote lifelong learning and initiatives of transnational aspects specifically addressed to young people, adult learners and professionals, through non-formal education. Our main vision is to develop innovation to be implemented at the level of civil society and therefore contribute to social cohesion.



CEIPES - Centro Internazionale per la Promozione dell'Educazione e lo Sviluppo (International Centre for the Promotion of Education and Development). Founded in Palermo in 2007 and with antennas in other 8 European countries. CEIPES acts as a facilitator for activating the community, through an educational approach in order to create and transform energy and resources. This process is necessary for both individual and social development.



Društvo za razvijanje prostovoljnega dela Novo mesto (Association for Developing Voluntary Work Novo mesto) is Slovenian non-governmental and humanitarian organisation, working in the public interest in the area of social care, youth and culture. Our mission is to contribute to a more inclusive and open society for all. Our two leading programs, therefore, deal with social inclusion. We promote the values of solidarity, tolerance, voluntarism, active living, a clean environment, citizenship awareness and inter-cultural dialogue, citizens participation and similar.

PROJECT PARTNER ORGANIZATIONS



Savez Sport za sve Vojvodine (Association Sport for all Vojvodina). It's non-governmental, non-political and non-political territorial sports federation for the area of sports recreation - sports for all and sports in companies, for the territory of AP Vojvodina. The Association, as the competent provincial sports federation in the field of sports for all, sports recreation and sports in companies, plans and implements strategies, programs and activities that improve and develop the said area throughout the territory of AP Vojvodina.



Internationale Arbeidsvereniging (International Labour Association) is an NGO that provides mechanisms to facilitate knowledge and experience transfer among sectors and countries and carries out national and international training, research and consultancy projects on employment, entrepreneurship, vocational qualification, migration, volunteering, youth work, and labour relations.



INSTYTUT
ROZWOJU
SPORTU
I EDUKACJI

Instytut Rozwoju Sportu i Edukacji (Institute for the Development of Sport and Education) has been operating since 2011, focusing mainly on education, physical culture and culture. It has based its activity on cooperation with non-government and higher education organisations, associations, clubs, schools, universities. Foundation members deal with many aspects of culture, sport, tourism and recreation. We also have experience in working with children, adults, people with disabilities.

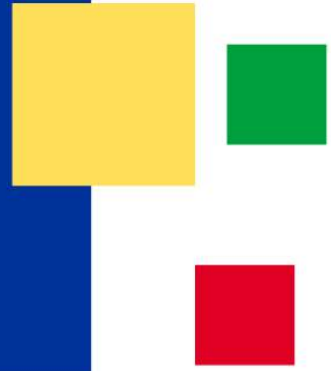


HELLENIC REPUBLIC
**National and Kapodistrian
University of Athens**
EST. 1837

The School of Physical Education and Sport is one of the two Schools of the National and Kapodistrian University of Athens (UoA) with one Department. The School specializes in the study, research and teaching of all expressions of Movement of the Human Body through a holistic and in-depth interdisciplinary program that includes the natural sciences, the social sciences and the humanities. recognized for their high-quality research and publications.

Methodology Guide

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CHAPTER 1

Personality and intelligence tests



Holland Personality Codes

Holland codes are a way of classifying people according to their interests so that they can be matched with appropriate careers.

Dr. Holland's theory proposes that there are six broad areas into which all careers can be classified. These same six areas can be used to describe people, their personalities and interests. Each of the 6 interest areas describes a broad field of similar work tasks and activities.

Interest areas are also descriptive of people: their values, motivations, and preferences. For each interest area, there is a collection of typical job tasks and a description of the type of person who would be interested in doing those sorts of tasks.

To figure out which careers will suit you, you first must understand your own interest profile. You can do so by taking a Holland Code assessment. Then, once you have your scores in each of the six interest areas, you can do a search to find careers that match your top interests.

The descriptions of Holland's personality types refer to idealized or pure types. Holland's personality types are visually represented by a hexagonal model. The types closest to each other on the hexagon have the most characteristics in common. Those types that are furthest apart, i.e., opposites on the hexagon, have the least in common.

The descriptions of "pure types" will rarely be an exact fit for any one person. Your personality will more likely combine several types to varying degrees. To get a better picture of how your interests and skills relate to the types and to identify your dominant type, you can highlight the phrases in each description that are true for you.

Holland Personality Codes

Holland found that people needing help with career decisions can be supported by understanding their resemblance to the following six ideal vocational personality types: Realistic (R) Investigative (I) Artistic (A) Social (S) Enterprising (E) Conventional (C). Work settings can also be categorized by their resemblance to six similar model work environments. Because people search for environments that allow them to express their interests, skills, attitudes and values, and take on interesting problems and agreeable roles, work environments become populated by individuals with related occupational personality types.



Picture 1. Graphic design of Holland Personality Codes

Source: Work Interests and the Holland Code, [www. etstalkscience.ca](http://www.etstalkscience.ca)



Holland's Six Personality Types



Realistic (R)

Realistic individuals are active and stable and enjoy hands-on or manual activities, such as building, mechanics, machinery operation and athletics. They prefer to work with things rather than ideas and people. They enjoy engaging in physical activity and often like being outdoors and working with plants and animals. People who fall into this category generally prefer to “learn by doing” in a practical, task-oriented setting, as opposed to spending extended periods of time in a classroom. Realistic types tend to communicate in a frank, direct manner and value material things. They perceive themselves as skilled in mechanical and physical activities but may be uncomfortable or less adept with human relations. The preferred work environment of the realistic type fosters technical competencies and work that allows them to produce tangible results. Typical realistic careers include electrician, engineer, veterinarian and the military.



Investigative (I)

Investigative individuals are analytical, intellectual and observant and enjoy research, mathematical or scientific activities. They are drawn to ambiguous challenges and may be stifled in highly structured environments. People who fall into this category enjoy using logic and solving highly complex, abstract problems. Because they are introspective and focused on creative problem solving, investigative types often work autonomously and do not seek leadership roles. They place a high value on science and learning and perceive themselves as scholarly and having scientific or mathematical ability but lacking leadership and persuasive skills. The preferred work environment of the investigative type encourages scientific competencies, allows independent work and focuses on solving abstract, complex problems in original ways. Typical investigative careers include medical technologist, biologist, chemist and systems analyst.

Holland's Six Personality Types

Artistic (A)

Artistic individuals are original, intuitive and imaginative and enjoy creative activities, such as composing or playing music, writing, drawing or painting and acting in or directing stage productions. They seek opportunities for self-expression through artistic creation. People who fall into this category prefer flexibility and ambiguity and have an aversion to convention and conformity. Artistic types are generally impulsive and emotional and tend to communicate in a very expressive and open manner. They value aesthetics and view themselves as creative, non-conforming and as appreciating or possessing musical, dramatic, artistic or writing abilities while lacking clerical or organizational skills. The preferred work environment of the artistic type fosters creative competencies and encourages originality and use of the imagination in a flexible, unstructured setting. Typical artistic careers include musician, reporter and interior decorator.

Social (S)

Social individuals are humanistic, idealistic, responsible and concerned with the welfare of others. They enjoy participating in group activities and helping, training, healing, counseling or developing others. They are generally focused on human relationships and enjoy social activities and solving interpersonal problems. Social types seek opportunities to work as part of a team, solve problems through discussions and utilize interpersonal skills but may avoid activities that involve systematic use of equipment or machines. Because they genuinely enjoy working with people, they communicate in a warm and tactful manner and can be persuasive. They view themselves as understanding, helpful, cheerful and skilled in teaching but lacking in mechanical ability. The preferred work environment of the social type encourages teamwork and allows for significant interaction with others. Typical social careers include teacher, counselor and social worker.

Holland's Six Personality Types

Enterprising (E)

Enterprising individuals are energetic, ambitious, adventurous, sociable and self-confident. They enjoy activities that require them to persuade others, such as sales, and seek out leadership roles. They are invigorated by using their interpersonal, leadership and persuasive abilities to obtain organizational goals or economic gain but may avoid routine or systematic activities. They are often effective public speakers and are generally sociable but may be viewed as domineering. They view themselves as assertive, self-confident and skilled in leadership and speaking but lacking in scientific abilities. The preferred work environment of the enterprising type encourages them to engage in activities, such as leadership, management and selling, and rewards them through the attainment of money, power and status. Typical enterprising careers include salesperson, business executive and manager.

Conventional (C)

Conventional individuals are efficient, careful, conforming, organized and conscientious. They are comfortable working within an established chain of command and prefer carrying out well-defined instructions over assuming leadership roles. They prefer organized, systematic activities and have an aversion to ambiguity. They are skilled in and often enjoy maintaining and manipulating data, organizing schedules and operating office equipment. While they rarely seek leadership or “spotlight” roles, they are thorough, persistent and reliable in carrying out tasks. Conventional types view themselves as responsible, orderly and efficient, and possessing clerical, organizational and numerical abilities. They may also see themselves as unimaginative or lacking in creativity. The preferred work environment of the conventional type fosters organizational competencies, such as record keeping and data management, in a structured operation and places high value on conformity and dependability. Typical conventional careers include secretary, accountant and banker.

Holland Code tool

1 Read each statement. If you agree with the statement, fill in the circle. There are no wrong answers!

1. I like to work on cars	<input type="radio"/>						
2. I like to do puzzles	<input type="radio"/>						
3. I am good at working independently		<input type="radio"/>					
4. I like to work in teams			<input type="radio"/>				
5. I am an ambitious person, I set goals for myself				<input type="radio"/>			
6. I like to organize things, (files, desks/offices)					<input type="radio"/>		
7. I like to build things	<input type="radio"/>						
8. I like to read about art and music		<input type="radio"/>					
9. I like to have clear instructions to follow					<input type="radio"/>		
10. I like to try to influence or persuade people						<input type="radio"/>	
11. I like to do experiments		<input type="radio"/>					
12. I like to teach or train people			<input type="radio"/>				
13. I like trying to help people solve their problems				<input type="radio"/>			
14. I like to take care of animals	<input type="radio"/>						
15. I wouldn't mind working 8 hours per day in an office						<input type="radio"/>	
16. I like selling things						<input type="radio"/>	
17. I enjoy creative writing			<input type="radio"/>				
18. I enjoy science		<input type="radio"/>					
19. I am quick to take on new responsibilities						<input type="radio"/>	
20. I am interested in healing people						<input type="radio"/>	
21. I enjoy trying to figure out how things work		<input type="radio"/>					
Total							
	R	I	A	S	E	C	

22. I like putting things together or assembling things	<input type="radio"/>						
23. I am a creative person			<input type="radio"/>				
24. I pay attention to details						<input type="radio"/>	
25. I like to do filing or typing						<input type="radio"/>	
26. I like to analyze things (problems/situations)				<input type="radio"/>			
27. I like to play instruments or sing					<input type="radio"/>		
28. I enjoy learning about other cultures						<input type="radio"/>	
29. I would like to start my own business							<input type="radio"/>
30. I like to cook		<input type="radio"/>					
31. I like acting in plays						<input type="radio"/>	
32. I am a practical person		<input type="radio"/>					
33. I like working with numbers or charts				<input type="radio"/>			
34. I like to get into discussions about issues						<input type="radio"/>	
35. I am good at keeping records of my work							<input type="radio"/>
36. I like to lead							<input type="radio"/>
37. I like working outdoors		<input type="radio"/>					
38. I would like to work in an office							<input type="radio"/>
39. I'm good at math				<input type="radio"/>			
40. I like helping people						<input type="radio"/>	
41. I like to draw					<input type="radio"/>		
42. I like to give speeches							<input type="radio"/>
Total							
	R	I	A	S	E	C	

Grand Total							
	R	I	A	S	E	C	

2 Add up the number of filled in circles in each column and then add the two columns together for a grand total.

3 Using your grand total scores from above, transfer the scores for each letter into the appropriate column below.

R	= Realistic	Total: _____
I	= Investigative	Total: _____
A	= Artistic	Total: _____
S	= Social	Total: _____
E	= Enterprising	Total: _____
C	= Conventional	Total: _____

4 Take the three letters with the highest scores and record them under "My Interest Code".

MY INTEREST CODE

5 Turn the page to see what this means!

Holland Code tool

RESULTS

R = Realistic

These people are often good at mechanical or athletic jobs. Good college majors for Realistic people are...

- Agriculture
- Health Assistant
- Computers
- Construction
- Mechanic/Machinist
- Engineering
- Food and Hospitality

Related Pathways

Natural Resources
Health Services
Industrial and Engineering Technology
Arts and Communication

I = Investigative

These people like to watch, learn, analyze and solve problems. Good college majors for Investigative people are...

- Marine Biology
- Engineering
- Chemistry
- Zoology
- Medicine/Surgery
- Consumer Economics
- Psychology

Related Pathways

Health Services
Business
Public and Human Services
Industrial and Engineering Technology

A = Artistic

These people like to work in unstructured situations where they can use their creativity. Good majors for Artistic people are...

- Communications
- Cosmetology
- Fine and Performing Arts
- Photography
- Radio and TV
- Interior Design
- Architecture

Related Pathways

Public and Human Services
Arts and Communication

S = Social

These people like to work with other people, rather than things. Good college majors for Social people are...

- Counseling
- Nursing
- Physical Therapy
- Travel
- Advertising
- Public Relations
- Education

Related Pathways

Health Services
Public and Human Services

E = Enterprising

These people like to work with others and enjoy persuading and performing. Good college majors for Enterprising people are:

- Fashion Merchandising
- Real Estate
- Marketing/Sales
- Law
- Political Science
- International Trade
- Banking/Finance

Related Pathways

Business
Public and Human Services
Arts and Communication

C = Conventional

These people are very detail oriented, organized and like to work with data. Good college majors for Conventional people are...

- Accounting
- Court Reporting
- Insurance
- Administration
- Medical Records
- Banking
- Data Processing

Related Pathways

Health Services
Business
Industrial and Engineering Technology



Holland Personality Codes

Sources used for the tool description preparation:

1. How to use Holland Codes to find the right career, www.truity.com/page/holland-code-riasec-theory-career-choice
2. Holland Code Assessment, www.fyi.extension.wisc.edu/teencourthub/files/2014/05/Holland-Code-Assessment.pdf
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7. Work Interests and the Holland Code, www.letstalkscience.ca/educational-resources/lessons/work-interests-and-holland-code



Hartman's Color Code

The Hartman's test is based on the notion that all people possess one of four driving "core motives". The Color Code is based on four types of personality, identified by colors.

The Color Code Personality Profile will not only help you recognize your innate strengths and limitations, but it will show you how to use those traits to excel in every part of your personal and professional life.

This personality profile tool reveals your intact, innate personality – there are four categories– and represents it as a color. Each personality emanates from a Driving Core Motive (DCM) unique to each of the four personalities. Using four personality “colors,” you can determine your own color and Driving Core Motivation, and that of others you interact with.

By understanding what motivates you and the people you interact with regularly, you can build more effective relationships. That's why this is such a powerful tool for self-development, self-awareness, team effectiveness and team building.

The Color Code is an effective, and more importantly, easy to use personality assessment. Unlike other personality assessments, Color Code doesn't only identify behaviors, but also an innate driving core motive. In other words, not just what a person does, but why.

Unlike other personality tests, The Color Code not only identifies what you do but why you do it, allowing you to gain much deeper and more useful insights into what makes you and those around you tick. The Color Code Personality Assessment is unique for several reasons. First, it goes deeper than mere personality – it identifies Motive – why you do what you do. Secondly, the Color code is easy to use and implement. Rather than having to memorize a string of letters or numbers like some assessments, the Color Code uses colors to represent Driving Core Motives.

Each color defines some features of personality and can be connected to some career paths.

Hartman's Color Code

The Color Code is based on four types of personality, identified by 4 color: Red, (motivated by power); Blue, (motivated by intimacy); White, (motivated by peace); and Yellow, (motivated by fun). Each color defines some features of personality and can be connected to some carrier paths.



Picture 2. Graphic design of Hartman's Color Code

Source: Personality Assessment Tool, www.apexprocare.com/overview-of-host-family-process/personality-assessment-tool/

RED

Motivated by power. Red are the power wielders! Power is defined as the ability to move from point A to point B. Reds are about results and productivity. They bring great gifts of vision and leadership. Reds are generally characterized as responsible, decisive, proactive and assertive. Reds want to be productive and like to work. Reds are often just stating the facts as they see them, despite their antagonistic demeanor. They seldom say “in my opinion” before stating their opinions. Reds are often called “control freaks.” They like to be in the driver’s seat. Reds are willing to pay any price for an opportunity to lead.



Hartman's Color Code

BLUE

Motivated by intimacy. Blues love to give of themselves to others. Intimacy, connecting, creating quality relationships and having a purpose is what drive these people. Their natural gifts include quality and service. Blues can be counted on to be loyal, sincere, and thoughtful. Blues need to be remembered and appreciated. Blues are directed by a strong moral conscience. Blues are motivated to behave in a proper, appropriate manner. Blues seek intimacy. More than anything else, Blues want to love and be loved. Of all the personality colors, Blues come equipped with the strongest sense of integrity. Blues are trustworthy. Ethically, Blues are the people who should be in positions of power but seldom are.

WHITE

Motivated by peace. Whites will do almost anything to avoid confrontation. They like to flow through life without hassle or discomfort. Feeling good is even more important than being good. They resent being scolded. They dislike harsh words. Whites prefer quiet strength. Whites like to be asked their opinions. They value the respect of others, but they rarely go out of their way to seek it. They need to be coaxed to talk about their skills, hobbies, and interests. Whites are independent. Unlike Reds and Blues, who want to control others, Whites seek only to avoid being controlled.

YELLOW

Motivated by fun. Yellows consider life to be a party. Yellows just want to have fun. Yellows need to be noticed. Little else improves a relationship with a Yellow more than praise. Yellows need to know they are valued and approved of. Yellows often appear so nonchalant that people think they don't care about anything. Yellows like to be center stage. Social acceptance is very important to them. Yellows like action. Easily bored, Yellows seek adventure. They can never sit still for long. They choose friends who, like them, refuse to allow the "boring details" to get in the way of the most important thing in life—play.

Hartman's Color Code Assessment tool

Directions: Mark an "X" by the one word or phrase that best describes what you are like most of the time. Choose only one response from each group. After you've finished question 30, total your scores for each letter.

PERSONALITY STRENGTHS AND LIMITATIONS

- | | | | |
|----|---|----|--|
| 1 | a)___ opinionated
b)___ nurturing
c)___ inventive
d)___ outgoing | 2 | a)___ power-oriented
b)___ perfectionist
c)___ indecisive
d)___ self-centered |
| 3 | a)___ dominant
b)___ sympathetic
c)___ tolerant
d)___ enthusiastic | 4 | a)___ self-serving
b)___ suspicious
c)___ unsure
d)___ naïve |
| 5 | a)___ decisive
b)___ loyal
c)___ contented
d)___ playful | 6 | a)___ arrogant
b)___ worry prone
c)___ silently stubborn
d)___ flighty |
| 7 | a)___ assertive
b)___ reliable
c)___ kind
d)___ sociable | 8 | a)___ bossy
b)___ self-critical
c)___ reluctant
d)___ a teaser |
| 9 | a)___ action-oriented
b)___ analytical
c)___ easygoing
d)___ carefree | 10 | a)___ critical of others
b)___ overly sensitive
c)___ shy
d)___ obnoxious |
| 11 | a)___ determined
b)___ detail conscious
c)___ a good listener
d)___ a party person | 12 | a)___ demanding
b)___ unforgiving
c)___ unmotivated
d)___ vain |



Hartman's Color Code tool

- 13 a) ___ responsible
b) ___ idealistic
c) ___ considerate
d) ___ happy
- 14 a) ___ impatient
b) ___ moody
c) ___ passive
d) ___ impulsive
- 15 a) ___ strong-willed
b) ___ respectful
c) ___ patient
d) ___ fun-loving
- 16 a) ___ argumentative
b) ___ unrealistic
c) ___ directionless
d) ___ an interrupter
- 17 a) ___ independent
b) ___ dependable
c) ___ even-tempered
d) ___ trusting
- 18 a) ___ aggressive
b) ___ frequently depressed
c) ___ ambivalent
d) ___ forgetful
- 19 a) ___ powerful
b) ___ deliberate
c) ___ gentle
d) ___ optimistic
- 20 a) ___ insensitive
b) ___ judgmental
c) ___ boring
d) ___ undisciplined
- 21 a) ___ logical
b) ___ emotional
c) ___ agreeable
d) ___ popular
- 22 a) ___ always right
b) ___ guilt prone
c) ___ unenthusiastic
d) ___ uncommitted
- 23 a) ___ pragmatic
b) ___ well-behaved
c) ___ accepting
d) ___ spontaneous
- 24 a) ___ merciless
b) ___ thoughtful
c) ___ uninvolved
d) ___ a show-off
- 25 a) ___ task-oriented
b) ___ sincere
c) ___ diplomatic
d) ___ lively
- 26 a) ___ tactless
b) ___ hard to please
c) ___ lazy
d) ___ loud

Hartman's Color Code tool

- 27 a) ___ direct
b) ___ creative
c) ___ adaptable
d) ___ a performer

- 28 a) ___ calculating
b) ___ self-righteous
c) ___ self-deprecating
d) ___ disorganized

- 29 a) ___ confident
b) ___ disciplined
c) ___ pleasant
d) ___ charismatic

- 30 a) ___ intimidating
b) ___ careful
c) ___ unproductive
d) ___ afraid to face facts

Strengths and Limitations Totals

Total a's _____ Total b's _____ Total c's _____ Total d's _____

Enter your totals in the proper spaces.

Now let's see if you respond the same way to the following situations as you did to groups of descriptive words. Again, pick only one answer, and record your totals for each letter at the end of the section.

SITUATIONS

31. If I applied for a job, a prospective employer would most likely hire me because I am:
- Driven, direct, and delegating.
 - Deliberate, accurate, and reliable.
 - Patient, adaptable, and tactful.
 - Fun-loving, spirited, and casual.
32. When involved in an intimate relationship, if I feel threatened by my partner, I:
- Fight back with facts and anger.
 - Cry, feel hurt, and plan revenge.
 - Become quiet, withdrawn, and often hold anger until I blow up over some minor issue later.
 - Distance myself and avoid further conflict.
33. For me, life is most meaningful when it:
- Is task-oriented and productive.
 - Is filled with people and purpose.
 - Is free of pressure and stress.
 - Allows me to be playful, lighthearted, and optimistic.



Hartman's Color Code tool

34. As a child, I was:
- Stubborn, bright, and/or aggressive.
 - Well-behaved, caring, and/or depressed.
 - Quiet, easygoing, and/or shy.
 - Too talkative, happy, and/or playful.
35. As an adult, I am:
- Opinionated, determined, and/or bossy.
 - Responsible, honest, and/or unforgiving.
 - Accepting, contented, and/or unmotivated.
 - Charismatic, positive, and/or obnoxious.
36. As a parent, I am:
- Demanding, quick-tempered, and/or uncompromising.
 - Concerned, sensitive, and/or critical.
 - Permissive, easily persuaded, and/or often overwhelmed.
 - Playful, casual, and/or irresponsible.
37. In an argument with a friend, I am most likely to be:
- Verbally stubborn about facts.
 - Concerned about others' feelings and principles.
 - Silently stubborn, uncomfortable, and/or confused.
 - Loud, uncomfortable, and/or compromising.
38. If my friend was in trouble, I would be:
- Protective, resourceful, and recommend solutions.
 - Concerned, empathetic, and loyal-regardless of the problem.
 - Supportive, patient, and a good listener.
 - Nonjudgmental, optimistic, and downplaying the seriousness of the situation.
39. When making decisions, I am:
- Assertive, articulate, and logical.
 - Deliberate, precise, and cautious.
 - Indecisive, timid, and reluctant.
 - Impulsive, uncommitted, and inconsistent.

Hartman's Color Code tool

41. If someone crosses me:
- a. I am angered, and cunningly plan ways to get even quickly.
 - b. I feel deeply hurt and find it almost impossible to forgive completely. Generally, getting even is not enough.
 - c. I am silently hurt and plan to get even and/or completely avoid the other person.
 - d. I want to avoid confrontation, consider the situation not important enough to bother with, and/or seek other friends.
42. Work is:
- a. A most productive way to spend one's time.
 - b. A healthy activity, which should be done right if it's to be done at all. Work should be done before one plays.
 - c. A positive activity as long as it is something I enjoy and don't feel pressured to accomplish.
 - d. A necessary evil, much less inviting than play.
43. In social situations, I am most often:
- a. Feared by others.
 - b. Admired by others.
 - c. Protected by others.
 - d. Envied by others.
44. In a relationship, I am most concerned with being:
- a. Approved of and right.
 - b. Understood, appreciated, and intimate.
 - c. Respected, tolerant, and peaceful.
 - d. Praised, having fun, and feeling free.
45. To feel alive and positive, I seek:
- a. Adventure, leadership, and lots of action.
 - b. Security, creativity, and purpose.
 - c. Acceptance and safety.
 - d. Excitement, playful productivity, and the company of others.

Situations Totals

Total a's _____ Total b's _____ Total c's _____ Total d's _____

Now add your totals from numbers 1-30 to those from numbers 1-45 to get grand totals. At this point, the four personality color types are assigned to each of the letters: Red for "a," Blue for "b," White for "c," and Yellow for "d."

GRAND TOTALS

Red (a) _____ **Blue (b)** _____ **White (c)** _____ **Yellow (d)** _____



Hartman's Color Code

Sources used for the tool description preparation:

1. Hartman, T., *The Color Code: A New Way to See Yourself, Your Relationships, and Life*, Simon & Schuster.
2. Personality Assessment Tool, www.apexprocare.com/overview-of-host-family-process/personality-assessment-tool/
3. Take Color Code Assessment, www.aylorhartman.com/assessment-information/
4. Color Code Personality Science, www.colorcode.com/
5. The Hartman Personality Profile,
[www.nebula.wsimg.com/537b4c339a3142367a25f2e523191097?
AccessKeyId=267CD7C8A7ED8610C83A&disposition=0&alloworigin=1](http://www.nebula.wsimg.com/537b4c339a3142367a25f2e523191097?AccessKeyId=267CD7C8A7ED8610C83A&disposition=0&alloworigin=1)



Multiple Intelligences Test

Howard Gardner psychologist at Harvard University developed the theory of Multiple Intelligences. According to Gardner, people have different kinds of intelligences, and the Multiple Intelligences framework is fairer than IQ tests, which only measure one type of aptitude.

Intelligence is often defined as our intellectual potential; something we are born with, something that can be measured, and a capacity that is difficult to change. In recent years, however, other views of intelligence have emerged, including Gardner's suggestion that multiple different types of intelligence may exist.

In order to capture the full range of abilities and talents that people possess, Gardner theorizes that people do not have just an intellectual capacity, but have many kinds of intelligence, including musical, interpersonal, spatial-visual, and linguistic intelligences.

The theory of multiple intelligences allows us to think about different types of mental strengths and abilities. Learning more about which types of intelligence you lean towards may help you learn to recognize your own preferences.

Gardner distinguished 9 Intelligences:



Existential Intelligence

Existential intelligence is the ninth type of intelligence suggested as an addition to Gardner's original theory. He described existential intelligence as an ability to delve into deeper questions about life and existence. People with this type of intelligence contemplate the "big" questions about topics such as the meaning of life and how actions can serve larger goals.

People with existential intelligence:

- ⇒ Have a long-term outlook
- ⇒ Consider how current actions influence future outcomes
- ⇒ Interest in questions about the meaning of life and death
- ⇒ Strong interest and concern for others
- ⇒ The ability to see situations from an outside perspective

If you have a strong sense of existential intelligence, you might enjoy a career as a:
Philosopher, Theologian, Pastoral counselor, Pastor

Multiple Intelligences Test

Visual-Spatial Intelligence

People who are strong in visual-spatial intelligence are good at visualizing things. These individuals are often good with directions as well as maps, charts, videos, and pictures.

People with visual-spatial intelligence:

- ⇒ Read and write for enjoyment
- ⇒ Are good at putting puzzles together
- ⇒ Interpret pictures, graphs, and charts well
- ⇒ Enjoy drawing, painting, and the visual arts
- ⇒ Recognize patterns easily

If you're strong in visual-spatial intelligence, good career choices for you are: architect, artist, engineer

Linguistic-Verbal Intelligence

People who are strong in linguistic-verbal intelligence are able to use words well, both when writing and speaking. These individuals are typically very good at writing stories, memorizing information, and reading.

People with linguistic-verbal intelligence:

- ⇒ Remember written and spoken information
- ⇒ Enjoy reading and writing
- ⇒ Debate or give persuasive speeches
- ⇒ Are able to explain things well
- ⇒ Use humor when telling stories

If you're strong in linguistic-verbal intelligence, good career choices for you are: writer/ Journalist, Lawyer, Teacher.

Multiple Intelligences Test

Logical-Mathematical Intelligence

People who are strong in logical-mathematical intelligence are good at reasoning, recognizing patterns, and logically analyzing problems. These individuals tend to think conceptually about numbers, relationships, and patterns

People with logical-mathematical intelligence:

- ⇒ Have excellent problem-solving skills
- ⇒ Enjoy thinking about abstract ideas
- ⇒ Like conducting scientific experiments
- ⇒ Can solve complex computations
- ⇒ Potential Career Choices

If you're strong in logical-mathematical intelligence, good career choices for you are: Scientist, Mathematician, Computer programmer, Engineer, Accountant.

Bodily-Kinesthetic Intelligence

Those who have high bodily-kinesthetic intelligence are said to be good at body movement, performing actions, and physical control. People who are strong in this area tend to have excellent hand-eye coordination and dexterity.

People with bodily-kinesthetic intelligence:

- ⇒ Are skilled at dancing and sports
- ⇒ Enjoy creating things with his or her hands
- ⇒ Have excellent physical coordination
- ⇒ Remember by doing, rather than hearing or seeing
- ⇒ Potential Career Choices

If you're strong in bodily-kinesthetic intelligence, good career choices for you are: Craftsman, Dancer, Builder, Surgeon, Sculptor, Actor

Multiple Intelligences Test

Musical Intelligence

People who have strong musical intelligence are good at thinking in patterns, rhythms, and sounds. They have a strong appreciation for music and are often good at musical composition and performance.

People with musical intelligence:

- ⇒ Enjoy singing and playing musical instruments
- ⇒ Recognize musical patterns and tones easily
- ⇒ Remember songs and melodies
- ⇒ Have a rich understanding of musical structure, rhythm, and notes

If you're strong in musical intelligence, good career choices for you are: Musician, Composer, Singer, Music teacher, Conductor

Interpersonal Intelligence

Those who have strong interpersonal intelligence are good at understanding and interacting with other people. These individuals are skilled at assessing the emotions, motivations, desires, and intentions of those around them.

People with interpersonal intelligence:

- ⇒ Communicate well verbally
- ⇒ Are skilled at nonverbal communication
- ⇒ See situations from different perspectives
- ⇒ Create positive relationships with others
- ⇒ Resolve conflicts in group settings

If you're strong in interpersonal intelligence, good career choices for you are: Psychologist, Philosopher, Counselor, Salesperson, Politician

Multiple Intelligences Test

Intrapersonal Intelligence

Individuals who are strong in intrapersonal intelligence are good at being aware of their own emotional states, feelings, and motivations. They tend to enjoy self-reflection and analysis, including daydreaming, exploring relationships with others, and assessing their personal strengths.

People with intrapersonal intelligence:

- ⇒ Analyze their strengths and weaknesses well
- ⇒ Enjoy analyzing theories and ideas
- ⇒ Have excellent self-awareness
- ⇒ Understand the basis for his or her own motivations and feelings
- ⇒ Potential Career Choices

If you're strong in intrapersonal intelligence, good career choices for you are: Philosopher, Writer, Theorist, Scientist

Naturalistic Intelligence

Naturalistic is the most recent addition to Gardner's theory and has been met with more resistance than his original seven intelligences. According to Gardner, individuals who are high in this type of intelligence are more in tune with nature and are often interested in nurturing, exploring the environment, and learning about other species. These individuals are said to be highly aware of even subtle changes to their environments.

People with naturalistic intelligence:

- ⇒ Are interested in subjects such as botany, biology, and zoology
- ⇒ Categorize and catalog information easily
- ⇒ Enjoy camping, gardening, hiking, and exploring the outdoors
- ⇒ Dislikes learning unfamiliar topics that have no connection to nature

If you're strong in naturalistic intelligence, good career choices for you are: Biologist, Conservationist, Gardener, Farmer

Multiple Intelligences Test

PART I

Complete each section by placing a "1" next to **each** statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

- I enjoy categorizing things by common traits
- Ecological (environmental) issues are important to me
- Hiking and camping are enjoyable activities
- I enjoy working on a garden
- I believe preserving (saving/keeping) our National Parks is important
- Putting things in hierarchies (system of levels) makes sense to me
- Animals are important in my life
- My home has a recycling system in place
- I enjoy studying biology, botany and/or zoology
- I spend a great deal of time outdoors

Total number of 1's
used in Section 1:

Section 2

- I easily pick up on patterns
- I focus in on noise and sounds
- Moving to a beat is easy for me
- I've always been interested in playing an instrument
- The cadence (rhythm/speed) of poetry intrigues me
- I remember things by putting them in a rhyme
- Concentration is difficult while listening to a radio or television
- I enjoy many kinds of music
- Musicals are more interesting than dramatic plays
- Remembering song lyrics is easy for me

Total number of 1's
used in Section 2:

Section 3

- I keep my things neat and orderly
- Step-by-step directions are a big help
- Solving problems comes easily to me
- I get easily frustrated with disorganized people
- I can complete calculations quickly in my head
- Puzzles requiring reasoning are fun
- I can't begin an assignment until all my questions are answered
- Structure helps me be successful
- I find working on a computer spreadsheet or database rewarding
- Things have to make sense to me or I am dissatisfied

Total number of 1's
used in Section 3:

Section 4

- It is important to see my role in the "big picture" of things
- I enjoy discussing questions about life
- Religion is important to me
- I enjoy viewing art masterpieces
- Relaxation and meditation exercises are rewarding
- I like visiting breathtaking sites in nature
- I enjoy reading ancient and modern philosophers
- Learning new things is easier when I understand their value
- I wonder if there are other forms of intelligent life in the universe
- Studying history and ancient culture helps give me perspective

Total number of 1's
used in Section 4:

Multiple Intelligences Test

Section 5

- I learn best interacting with others
- "The more the merrier"
- Study groups are very productive for me
- I enjoy chat rooms
- Participating in politics is important
- Television and radio talk shows are enjoyable
- I am a "team player"
- I dislike working alone
- Clubs and extracurricular activities are fun
- I pay attention to social issues and causes

Total number of 1's
used in Section 5:

Section 6

- I enjoy making things with my hands
- Sitting still for long periods of time is difficult for me
- I enjoy outdoor games and sports
- I value non-verbal communication such as sign language
- A fit body is important for a fit mind
- Arts and crafts are enjoyable pastimes
- Expression through dance is beautiful
- I like working with tools
- I live an active lifestyle
- I learn by doing

Total number of 1's
used in Section 6:

Section 7

- I enjoy reading all kinds of materials
- Taking notes helps me remember and understand
- I faithfully (routinely/always) contact friends through letters and/or e-mail
- It is easy for me to explain my ideas to others
- I keep a journal
- Word puzzles like crosswords and jumbles are fun
- I write for pleasure
- I enjoy playing with words like puns, anagrams and spoonerisms
- Foreign languages interest me
- Debates and public speaking are activities I like to participate in

Total number of 1's
used in Section 7:

Section 8

- I am keenly aware of my moral beliefs
- I learn best when I have an emotional attachment to the subject
- Fairness is important to me
- My attitude affects how I learn
- Social justice issues concern me
- Working alone can be just as productive as working in a group
- I need to know why I should do something before I agree to do it
- When I believe in something I will give 100% effort to it
- I like to be involved in causes that help others
- I am willing to protest or sign a petition to right a wrong

Total number of 1's
used in Section 8:

Section 9

- I can imagine ideas in my mind
- Rearranging a room is fun for me
- I enjoy creating art using varied media
- I remember well using graphic organizers
- Performance art can be very gratifying
- Spreadsheets are great for making charts, graphs and tables
- Three-dimensional puzzles bring me much enjoyment
- Music videos are very stimulating
- I can recall things in mental pictures
- I am good at reading maps, atlases and blueprints

Total number of 1's
used in Section 9:

Multiple Intelligences Test

Part II

Now carry forward your total from each section and multiply by 10 below:

Section	# of 1's	Multiply	Multiplied Score
1		x 10	
2		x 10	
3		x 10	
4		x 10	
5		x 10	
6		x 10	
7		x 10	
8		x 10	
9		x 10	

Part III

Now plot your scores on the **bar graph** provided... colour in the blocks up to the multiplied score.

100									
90									
80									
70									
60									
50									
40									
30									
20									
10									
0	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Section 8	Section 9

Type of STRENGTH	Naturalistic	Musical	Logical	Existential	Interpersonal	Kinesthetic	Verbal	Intrapersonal	Visual
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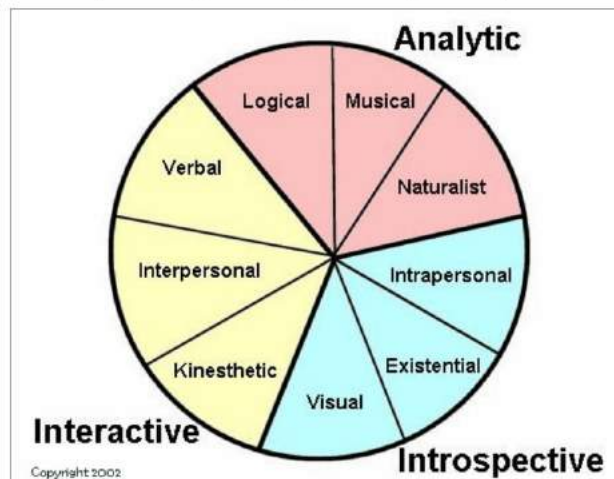
Look at the 9 sections above

What are your top 3 types of learning styles?

Bottom 3 types of learning styles?

Do you see a pattern in the group (analytic, interactive, introspective) that they fit into?

What do you think your learning style tells you about the career you might get into?





Multiple Intelligences Test

Sources used for the tool description preparation:

1. Gardner H. *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books; 1999.
2. Gardner's Theory of Multiple Intelligences, www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161
3. Multiple Intelligences Test Based on the work of Howard Gardner, Ph.D., www.idrlabs.com/multiple-intelligences/test.php
4. Multiply Intelligence Survey
© 1999 Walter McKenzie, The One and Only Surfaquarium <http://surfaquarium.com>
5. Multiple Intelligences (M.I.) Inventory
© 1999 Walter McKenzie (<http://surfaquarium.com/MI/index.htm>)
6. McKenzie, W., *Multiple Intelligences and Instructional Technology*. Eugene, Oregon: ISTE, 2005. ISBN 1-56484-188-X.



Big Five Personality Test

The Big Five personality test measures the five major personality traits that psychologists have determined are core to our individual makeup. This test uses the Big-Five Factor Markers from the International Personality Item Pool, developed by Goldberg. The Five Factors of personality are:

Openness - How open a person is to new ideas and experiences

Conscientiousness - How goal-directed, persistent, and organized a person is

Extraversion - How much a person is energized by the outside world

Agreeableness - How much a person puts others' interests and needs ahead of their own

Neuroticism - How sensitive a person is to stress and negative emotional triggers

The Big Five model of personality is widely considered to be the most scientifically robust way to describe personality differences. It is the basis of most modern personality research.

The big five personality traits are the best accepted and most commonly used model of personality in academic psychology. If you take a college course in personality psychology, this is what you will learn about. The big five come from the statistical study of responses to personality items. Using a technique called factor analysis researchers can look at the responses of people to hundreds of personality items and ask the question "what is the best way to summarize an individual?". This has been done with many samples from all over the world and the general result is that, while there seem to be unlimited personality variables, five stand out from the pack in terms of explaining a lot of a person's answers to questions about their personality: extraversion, neuroticism, agreeableness, conscientiousness and openness to experience. The big-five are not associated with any particular test, a variety of measures have been developed to measure them.



Big Five Personality Test



Openness

is the personality trait of seeking new experiences and intellectual pursuits. High scores may daydream a lot (enjoy thinking about new and different things). Low scorers tend to be very down to earth (more of a 'hear and now' thinker). Consequently, it is thought that people with higher scores might be more creative, flexible, curious, and adventurous, whereas people with lower scores might tend to enjoy routines, predictability, and structure. People who like to learn new things and enjoy new experiences usually score high in openness. Openness includes personality traits like being insightful and imaginative and having a wide variety of interests.



Conscientiousness

is the personality trait of being honest and hardworking. High scorers tend to follow rules and prefer clean homes. Low scorers may be messy and cheat others. Conscientiousness is about how a person controls, regulates and directs their impulses. Individuals with a high level of conscientiousness on a career test are good at formulating long-range goals, organizing and planning routes to these goals, and working consistently to achieve them. Despite short-term obstacles, they may encounter. Other people usually perceive a conscientious personality type as a responsible and reliable person.



Extraversion

Extraverts get their energy from interacting with others, while introverts get their energy from within themselves. Extraversion includes the personality traits of being energetic, talkative, and assertive. Individuals high in extraversion on a career test have a tendency to seek out the company and stimulation of other people. They enjoy engaging with the external world. These individuals thrive on excitement and are enthusiastic, action-oriented people. They like to be the center of attention in groups.

Big Five Personality Test

Agreeableness

These individuals are friendly, cooperative, and compassionate. People with low agreeableness may be more distant. Personality traits include being kind, affectionate, and sympathetic. A person with a high level of agreeableness in a personality test is usually warm, friendly, and tactful. They generally have an optimistic view of human nature and get along well with others. A person who scores low on agreeableness may put their own interests above those of others. They tend to be distant, unfriendly, and uncooperative. Agreeable individuals find it important to get along with others. They are willing to put aside their interests for other people. These individuals are helpful, friendly, considerate, and generous. Their basic belief is that people are usually decent, honest, and trustworthy

Neuroticism

Neuroticism is also sometimes called Emotional Stability. This dimension relates to one's emotional stability and degree of negative emotions. People that score high on neuroticism often experience emotional instability and negative emotions. Personality traits include being moody and tense for example. Emotional stability refers to a person's ability to remain stable and balanced. At the other end of the scale, a person who is high in neuroticism has a tendency to easily experience negative emotions. Neuroticism is similar but not identical to being neurotic in the Freudian sense. People who score high in emotional stability (low in neuroticism) on a career test react less emotionally and are less easily upset. They tend to be emotionally stable, calm and do not constantly experience negative feelings. The fact that these individuals are free from experiencing negative feelings does not mean that they experience a lot of positive feelings.

Big Five Personality Test

Introduction

This is a personality test, it will help you understand why you act the way that you do and how your personality is structured. Please follow the instructions below, scoring and results are on the next page.

Instructions

In the table below, for each statement 1-50 mark how much you agree with on the scale 1-5, where 1=disagree, 2=slightly disagree, 3=neutral, 4=slightly agree and 5=agree, in the box to the left of it.

Test

Rating	I....	Rating	I....
	1. Am the life of the party.		26. Have little to say.
	2. Feel little concern for others.		27. Have a soft heart.
	3. Am always prepared.		28. Often forget to put things back in their proper place.
	4. Get stressed out easily.		29. Get upset easily.
	5. Have a rich vocabulary.		30. Do not have a good imagination.
	6. Don't talk a lot.		31. Talk to a lot of different people at parties.
	7. Am interested in people.		32. Am not really interested in others.
	8. Leave my belongings around.		33. Like order.
	9. Am relaxed most of the time.		34. Change my mood a lot.
	10. Have difficulty understanding abstract ideas.		35. Am quick to understand things.
	11. Feel comfortable around people.		36. Don't like to draw attention to myself.
	12. Insult people.		37. Take time out for others.
	13. Pay attention to details.		38. Shirk my duties.
	14. Worry about things.		39. Have frequent mood swings.
	15. Have a vivid imagination.		40. Use difficult words.
	16. Keep in the background.		41. Don't mind being the center of attention.
	17. Sympathize with others' feelings.		42. Feel others' emotions.
	18. Make a mess of things.		43. Follow a schedule.
	19. Seldom feel blue.		44. Get irritated easily.
	20. Am not interested in abstract ideas.		45. Spend time reflecting on things.
	21. Start conversations.		46. Am quiet around strangers.
	22. Am not interested in other people's problems.		47. Make people feel at ease.
	23. Get chores done right away.		48. Am exacting in my work.
	24. Am easily disturbed.		49. Often feel blue.
	25. Have excellent ideas.		50. Am full of ideas.

Source: The Big Five Personality Test, www.openpsychometrics.org/printable/big-five-personality-test.pdf

Big Five Personality Test

$$E = 20 + (1) \text{ ___ } - (6) \text{ ___ } + (11) \text{ ___ } - (16) \text{ ___ } + (21) \text{ ___ } - (26) \text{ ___ } + (31) \text{ ___ } - (36) \text{ ___ } + (41) \text{ ___ } - (46) \text{ ___ } = \text{ ___ }$$

$$A = 14 - (2) \text{ ___ } + (7) \text{ ___ } - (12) \text{ ___ } + (17) \text{ ___ } - (22) \text{ ___ } + (27) \text{ ___ } - (32) \text{ ___ } + (37) \text{ ___ } + (42) \text{ ___ } + (47) \text{ ___ } = \text{ ___ }$$

$$C = 14 + (3) \text{ ___ } - (8) \text{ ___ } + (13) \text{ ___ } - (18) \text{ ___ } + (23) \text{ ___ } - (28) \text{ ___ } + (33) \text{ ___ } - (38) \text{ ___ } + (43) \text{ ___ } + (48) \text{ ___ } = \text{ ___ }$$

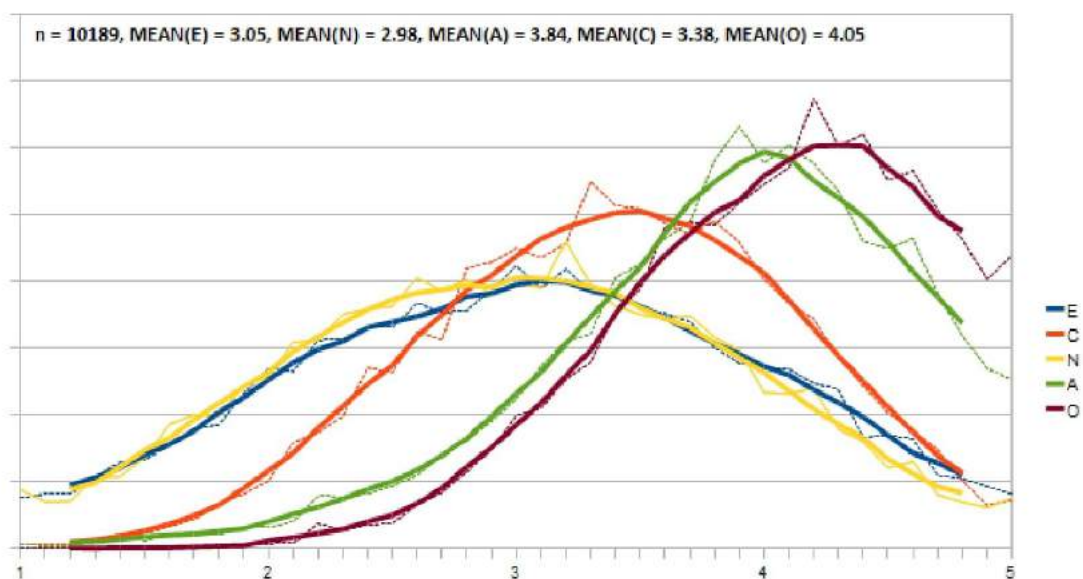
$$N = 38 - (4) \text{ ___ } + (9) \text{ ___ } - (14) \text{ ___ } + (19) \text{ ___ } - (24) \text{ ___ } - (29) \text{ ___ } - (34) \text{ ___ } - (39) \text{ ___ } - (44) \text{ ___ } - (49) \text{ ___ } = \text{ ___ }$$

$$O = 8 + (5) \text{ ___ } - (10) \text{ ___ } + (15) \text{ ___ } - (20) \text{ ___ } + (25) \text{ ___ } - (30) \text{ ___ } + (35) \text{ ___ } + (40) \text{ ___ } + (45) \text{ ___ } + (50) \text{ ___ } = \text{ ___ }$$

The scores you calculate should be between zero and forty. Below is a description of each trait.

- **Extroversion (E)** is the personality trait of seeking fulfillment from sources outside the self or in community. High scorers tend to be very social while low scorers prefer to work on their projects alone.
- **Agreeableness (A)** reflects much individuals adjust their behavior to suit others. High scorers are typically polite and like people. Low scorers tend to 'tell it like it is'.
- **Conscientiousness (C)** is the personality trait of being honest and hardworking. High scorers tend to follow rules and prefer clean homes. Low scorers may be messy and cheat others.
- **Neuroticism (N)** is the personality trait of being emotional.
- **Openness to Experience (O)** is the personality trait of seeking new experience and intellectual pursuits. High scores may day dream a lot. Low scorers may be very down to earth.

Below is a graph of how other people scored when test was offered on the internet.



Source: The Big Five Personality Test, www.openpsychometrics.org/printable/big-five-personality-test.pdf



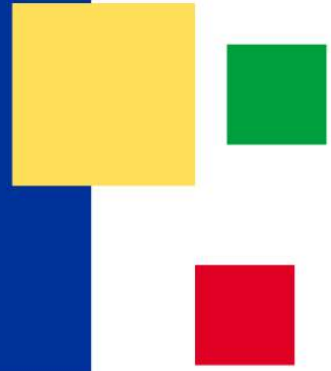
Big Five Personality Test

Sources used for the tool description preparation:

1. Goldberg, L. R. (1992). The development of markers for the Big-Five factor structure. *Psychological Assessment*, 4, 26-42.
2. Big Five Personality Test, www.openpsychometrics.org/tests/IPIP-BFFM/
3. Big Five Personality Test, www.openpsychometrics.org/printable/big-five-personality-test.pdf
4. The Big Five Personality Test, www.truity.com/test/big-five-personality-test
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Methodology Guide

of Career Development and
Psychometric Methods



CHAPTER 2

Entrepreneurial skills and career
options tests



Career Anchors Inventory Questions

The Career Anchors Inventory Questionnaire aims to stimulate thoughts about areas of competence, motives, and values. There are eight career anchors themes and has shown that people identify primarily with one or two. The anchors can enable people to recognise their preferences for certain areas in their job which can help career planning e.g. a person with a primary theme of autonomy/ independence will seek to work under their own rules and be less likely to conform to organisational norms. People are generally more fulfilled in their careers when they can satisfy their career anchors and seek roles that are aligned with these.

Career Anchor Descriptions:



TECHNICAL AND FUNCTIONAL COMPETENCE

People with high scores here like to be really good at specific things, to be experts and have specialist knowledge. They derive satisfaction from facing challenges related to their skills, doing things others can't do and being seen as a specialist. They're not usually interested in managing others, particularly outside of their specialist areas.



GENERAL MANAGERIAL COMPETENCE

People with high scores here want to manage and lead others. They seek responsibility and accountability and the challenge of solving problems and working through others. They seek career steps that help them progress to more senior roles where they can have broader responsibility and more generalist, less technical accountabilities. Ideally, they seek to manage cross-functional teams.



AUTONOMY AND INDEPENDENCE

People with high scores here value having control and freedom over how they work. They value making their own decisions and doing things their own way. They seek flexibility and freedom in their careers and may turn down the opportunity to progress if they feel these core requirements are at risk. They often like to work alone and may seek to run their own business to ensure autonomy.



Career Anchors Inventory Questions



SECURITY AND STABILITY

People with high scores here value certainty and seek to avoid risk in relation to their careers. They often value security over the longevity of their role and their salary and associated benefits such as pensions. They may also seek stability over their job's demands, hours, and broader team structures. Individuals who value security and stability may turn down risky promotions for certainty in a current role.



ENTREPRENEURIAL CREATIVITY

People with high scores here seek the cut and thrust, creativity and ownership of running their own business. They often value pace, variety and challenge and can get bored easily. While they want to run their own business, they often differ from those seeking autonomy and independence in that their drivers are different and they often want to collaborate and share their workloads.



SERVICE AND DEDICATION TO A CAUSE

People with high scores here often value helping others very highly. They often derive more fulfilment from their roles through helping others, than through using their core skills, leading others or being autonomous. Individuals drawn to service or dedication to a cause roles may wish to work in charitable or public sector organizations, or in "people" focussed functions such as HR.



PURE CHALLENGE

People with high scores here may be somewhat agnostic about exactly what they do, as long as there are big problems to solve and challenges to overcome. They often seek the stimulation that comes with difficult challenges and may get bored easily. They may also have varied careers as they change roles looking for new problems to solve and challenges to overcome.

Career Anchors Inventory Questions

LIFESTYLE

People with high scores here often value their lifestyles more than their careers. They often “work to live” as opposed to “live to work” and their “work-life balance” is highly important to them. They will often seek flexibility in their work to let them achieve their personal life goals, and are often willing to sacrifice career outcomes to retain a better lifestyle (for example turning down a promotion that would mean more hours).

- ⇒ The use of the Career Anchors Inventory Questionnaire allows getting a detailed view of the career motivations of people.
- ⇒ The Entrepreneurial Creativity career anchor, through various items that evaluate entrepreneurship, allows for reliably assess youth athletes' propensity for entrepreneurship
- ⇒ This easy-to-use tool allows potential workers to identify their strengths and weaknesses and guides them in their career choices and in the development of an entrepreneurial/professional career.

Career Anchors Inventory Questions

CAREER ANCHORS

Career Orientations Inventory Questionnaire (Pt 1 of 2):

1 - "Never true for me" to 6 - "Always true for me"

No.	Question	Score (1-6)
1	I dream of being so good at what I do that my expert advice will be sought continually.	
2	I am most fulfilled in my work when I have been able to integrate and manage the efforts of others.	
3	I dream of having a career that will allow me the freedom to do a job my own way and on my own schedule.	
4	Security and stability are more important to me than freedom and autonomy.	
5	I am always on the lookout for ideas that would permit me to start my own enterprise.	
6	I will feel successful in my career only if I have a feeling of having made a real contribution to the welfare of society.	
7	I dream of a career in which I can solve problems or win out in situations that are extremely challenging.	
8	I would rather leave my organisation than to be put into a job that would compromise my ability to pursue personal and family concerns.	
9	I will feel successful in my career only if I can develop my technical or functional skills to a very high level of competence.	
10	I dream of being in charge of a complex organisation and making decisions that affect many people.	
11	I am most fulfilled in my work when I am completely free to define my own tasks, schedules and procedures.	
12	I would rather leave my organisation altogether than accept an assignment that would jeopardise my security in that organisation.	
13	Building my own business is more important to me than achieving a high-level managerial position in someone else's organisation.	
14	I am most fulfilled in my career when I have been able to use my talents in the service of others.	
15	I will feel successful in my career when I have been able to use my talents in the service of others.	
16	I dream of a career that will permit me to integrate my personal, family and work needs.	
17	Becoming a functional manager in my area of expertise is more attractive to me than becoming a general manager.	
18	I will feel successful in my career only if I become a general manager in some organisation.	
19	I will feel successful in my career only if I achieve complete autonomy and freedom.	
20	I seek jobs in organisations that will give me a sense of security and stability.	

the human futures project: **individuals**

Analyzing your career

Career Anchors Inventory Questions

CAREER ANCHORS

Career Orientations Inventory Questionnaire (Pt 2 of 2):

1 - "Never true for me" to 6 - "Always true for me"

No.	Question	Score (1-6)
21	I am most fulfilled in my career when I have been able to build something that is entirely the result of my own ideas and efforts.	
22	Using my skills to make the world a better place to live and work is more important to me than achieving a high-level managerial position.	
23	I have been most fulfilled in my career with I have solved seemingly unsolvable problems or won out over seemingly impossible odds.	
24	I feel successful in life only if I have been able to balance my personal, family and career requirements.	
25	I would rather leave my organisation than accept a rotational assignment that would take me out of my area of expertise.	
26	Becoming a general manager is more attractive to me than becoming a functional manager in my current area of expertise.	
27	The chance to do a job my own way, free of rules and constraints, is more important to me than security.	
28	I am most fulfilled in my work when I feel that I have complete financial and employment security.	
29	I will feel successful in my career only if I have succeeded in creating or building something that is entirely my own product or idea.	
30	I dream of having a career that makes a real contribution to humanity and society.	
31	I seek out work opportunities that strongly challenge my problem solving and/or competitive skills.	
32	Balancing the demands of personal and professional life is more important to me than achieving a high-level managerial position.	
33	I am most fulfilled in my work when I have been able to use my special skills and talents.	
34	I would rather leave my organisation than accept a job that would take me away from the general managerial track.	
35	I would rather leave my organisation than accept a job that would reduce my autonomy and freedom.	
36	I dream of having a career that will allow me to feel a sense of security and stability.	
37	I dream of starting up and running my own business.	
38	I would rather leave my organisation than accept an assignment that would undermine my ability to be of service to others.	
39	Working on problems that are almost unsolvable is more important to me than achieving a high-level managerial position.	
40	I have always sought out work opportunities that would minimise interference with home or family concerns.	

the human futures project: **Individuals**

Analyzing your career

Career Anchors Inventory Questions

CAREER ANCHORS

Career Orientations Inventory Questionnaire - Scoring: Review your completed self-assessment answers and identify the three statements that are the most true for you. Allocate an additional four (4) points to each of these items. Once you've done that, transfer the scores for each question from your self assessment to the table below, which has grouped the questions into Career Anchor headings. Complete the table below by calculating your adjusted average score for each Career Anchor.

Technical and Functional		General Management		Autonomy and Independence		Security and Stability		Entrepreneurial Creativity		Dedication to a Cause/Service		Pure Challenge		Life Style	
No.	Score	No.	Score	No.	Score	No.	Score	No.	Score	No.	Score	No.	Score	No.	Score
1		2		3		4		5		6		7		8	
9		10		11		12		13		14		15		16	
17		18		19		20		21		22		23		24	
25		26		27		28		29		30		31		32	
33		34		35		36		37		38		39		40	
Total:															
Average:															

Career Orientations Inventory Questionnaire - Outcomes: Having completed and scored the questionnaire, individuals can interpret their scores in more detail by reading the descriptions of each of the Career Anchors in the following section. The higher the average score for each Anchor, the more important of a factor it is for the individual in their efforts to pursue a rewarding, value based and ultimately fulfilling career. This information is useful for the individual in their own decision making process, and also for leaders or coaches looking to support individuals in making decisions in relation to their work and their careers.

the human futures project: **Individuals**

Analyzing your career



Career Anchors Inventory Questions

Sources used for the tool description preparation:

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2. World of Work project, [www. worldofwork.io/wp-content/uploads/2019/02/Career-Anchors-Inventory-Questions.pdf](http://www.worldofwork.io/wp-content/uploads/2019/02/Career-Anchors-Inventory-Questions.pdf)
3. Georg-August-Universität Göttingen, www.uni-goettingen.de/en/447017.html

Entrepreneurial Potential tests

This section contains 3 various tools for assessing your entrepreneurial potential. Most new entrepreneurs ask those questions at least once. While there is no one answer, studies have revealed that there are certain personality characteristics that are common among entrepreneurs who achieve success.

Those tools are testing a critical analysis of one's own goals, interests, skills, and experience. They are also used by organizations as self-evaluation tools. Among its many applications in the business world are employee development, team performance, and organizational change efforts. But self-assessment is perhaps most valuable for would-be entrepreneurs considering starting a new business. Future entrepreneurs, in other words, may be able to improve their chances of success in business by undertaking an honest and detailed self-assessment. By evaluating such personal traits as business skills, experience, and knowledge, financial goals, likes and dislikes, willingness to expend effort, and ability to meet challenges, entrepreneurs may be able to identify the business opportunities for which they are best suited.

On tenx pages you will find:

⇒ Entrepreneurial Potential Assessment Test

This “assessment” attempts to evaluate your aptitude for business and is based on a number of characteristics observed in entrepreneurs. It cannot, of course, claim to make an exact evaluation of your entrepreneurial potential., but it is a good way to find out where you stand.

⇒ Entrepreneurship Readiness Assessment

This guide is designed to help you better understand your readiness for starting a small business. It is not a scientific assessment tool. Rather, it is a tool that will prompt you with questions and assist you in evaluating your skills, characteristics and experience as they relate to your readiness for starting a business. The Assessment Guide has twenty five questions. Your responses will be evaluated at completion of the questions.

⇒ ASSESS YOUR READINESS TO START A BUSINESS

Before you decide to start your own business, you should assess whether or not you are ready to run a business of your own. The success of your business will depend on your entrepreneurial abilities (personal characteristics, situation and skills) and your commitment to the environment and community. You should consider which of your characteristics needs improvement and then try to change your situation and skills.

ASSESS YOUR READINESS TO START A BUSINESS tool

1. Assess your entrepreneurial abilities

PERSONAL CHARACTERISTICS AND YOUR SITUATION	AREAS OF STRENGTH	AREAS THAT NEED IMPROVEMENT
<p>Commitment</p> <p>For your business to be a reality and to succeed, you must be committed. Commitment means that you are willing to put your business before almost everything else. Do you want to be in business for a long time? Can you spend most of your time and efforts on your business?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Motivation</p> <p>Your business is more likely to succeed if you are very motivated to try your business idea, create wealth and make your money work for you. Do you know clearly why you want to have your own business?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Taking risks</p> <p>There is no absolutely safe business idea. You always run the risk of failure. Are you prepared to take risks? Are you willing to risk your money to invest in your business?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Making decisions</p> <p>You are in charge of your business, which means that you have to make decisions that may lead to either success or failure. Important decisions cannot be postponed or passed on to someone else. Can you make difficult decisions by yourself?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Ability to handle stress</p> <p>Entrepreneurs are subject to a lot of stress. Stress may be the result of either difficult decisions that must be made, dealing with stakeholders in the business or working long hours. Are you excited about your business prospects? Do you derive a great deal of enjoyment from your work?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Problem solving</p> <p>Running your own business requires that you are able to solve problems. Do you have the ability to solve the root cause of problems in creative ways?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Goal orientation</p> <p>One feature that differentiates an entrepreneur from an employee is the ability to develop and achieve goals. You should be able to envision where your business is headed and to see the bigger picture, rather than just focusing on minor details. Have you drawn a vision and set a goal for your business?</p>	<input type="checkbox"/>	<input type="checkbox"/>

ASSESS YOUR READINESS TO START A BUSINESS tool

Social support

Running your business will take a lot of time and effort. It is important to have adequate support from family, friends and other business people. Do you have a social network of people and organizations that will support the realization of your dream?

Financial situation

Access to financial resources to start your business is important. Have you set money aside to get your business started? If you need additional funds, do you have family or friends who might be willing and able to lend you money, to use their assets to guarantee your loan with a financial institution? Do you have a savings or credit history with a financial institution that offers loans to new businesses?

SKILLS	AREAS OF STRENGTH	AREAS THAT NEED IMPROVEMENT
<p>Technical skills</p> <p>Technical skills are the practical abilities you need for your business idea to result in goods produced or services provided. For example, if you want to start a cell phone service and repair shop, you need to know how to repair cell phones. Do you have technical skills that are necessary for your business?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Business management skills</p> <p>Business management skills are the abilities to run your business efficiently. Do you have skills in marketing, costing, record keeping, people motivation, etc.?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Knowledge of your line of business</p> <p>The more you know about your line of business, the more you will avoid making costly mistakes. Do you have a detailed knowledge of the specific type of business that you want to start?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Negotiation skills</p> <p>Negotiation skill is the ability to communicate with others without offending anyone. When you negotiate, you not only think about what is in your favour, but you must be aware of things that are in the other person's favour also. Can you get what you want from a negotiation in a way that both parties can benefit?</p>	<input type="checkbox"/>	<input type="checkbox"/>

ASSESS YOUR READINESS TO START A BUSINESS tool

ENVIRONMENTAL AND COMMUNITY CONCERNS	AREAS OF STRENGTH	AREAS THAT NEED IMPROVEMENT
Your business and the environment		
As an entrepreneur, you need to know the environmental issues affecting your line of business. Do you know how to sustain the natural capital or resources on which your business depends?	<input type="checkbox"/>	<input type="checkbox"/>
Commitment to your community		
Your business needs to be community friendly. Entrepreneurs are important members of the community and you need to have a commitment to the advancement of the community as a whole. Do you have a good relationship with the community?	<input type="checkbox"/>	<input type="checkbox"/>

Number of areas of strength	Number of areas that need improvement
-----------------------------------	---

Count the number of areas of strength and the number of areas that need improvement and write the total here.

Look at the assessment areas above and decide which ones that need improvement or growth are critical for your business success. Note the number of needed improvements below:

CRITICAL AREAS NEEDING IMPROVEMENT AND GROWTH

ASSESS YOUR READINESS TO START A BUSINESS

2. How to strengthen your entrepreneurial abilities?

There are many ways to alter your characteristics, improve your business skills and situation and also address the necessary environmental and community concerns. Here are some suggestions on how to strengthen your entrepreneurial abilities:



Read: Research on books about businesses that can be found in most libraries; also read business related articles on the internet, in newspapers and magazines.



Attend training: Find and attend university or privately funded training programmes in business management, technical skills or motivation and entrepreneurship.



Learn from successful business people: You should be able to find successful business people who will talk to you about their businesses. If they allow you to visit their business locations, observe them as they work and learn from them. If possible, work as an apprentice in a related successful business.



Seek help from others: Talk about the areas that need improvement with your friends and family. You could also join a business association and discuss the issues with other members in the association.

ENTREPRENEURIAL READINESS QUESTIONNAIRE

	Looking at my overall philosophy of life and typical behavior, I would say that ...	Agree Completely 1	Mostly Agree 2	Partially Agree 3	Mostly Disagree 4	Disagree Completely 5
1.	I am generally optimistic.	1	2	3	4	5
2.	I enjoy competing and doing things better than someone else.	1	2	3	4	5
3.	When solving a problem, I try to arrive at the best solution first without worry about other possibilities.	1	2	3	4	5
4.	I enjoy associating with co-workers after working hours.	1	2	3	4	5
5.	If betting on a horse race I would prefer to take a chance on high payoff "long shot."	1	2	3	4	5
6.	I like setting my own goals and working hard to achieve them.	1	2	3	4	5
7.	I am generally casual and easy going with others.	1	2	3	4	5
8.	I like to know what is going on and take action to find out.	1	2	3	4	5
9.	I work best when someone else is guiding me along the way.	1	2	3	4	5
10.	When I am right I can convince others.	1	2	3	4	5
11.	I find that other people frequently waste my valuable time.	1	2	3	4	5
12.	I enjoy watching football, baseball, and similar sports events.	1	2	3	4	5
13.	I tend to communicate about myself very openly with other people.	1	2	3	4	5
14.	I don't mind following orders from superiors who have legitimate authority.	1	2	3	4	5

ENTREPRENEURIAL READINESS QUESTIONNAIRE

15.	I enjoy planning things more than actually carrying out the plans.	1	2	3	4	5
16.	I don't think it's much fun to bet on a "sure thing."	1	2	3	4	5
17.	If faced with failure, I would shift quickly to something else rather than sticking to my guns.	1	2	3	4	5
18.	Part of being successful in business is reserving adequate time for family.	1	2	3	4	5
19.	Once I have earned something I feel that keeping it secure is important.	1	2	3	4	5
20.	Making a lot of money is large a matter of getting the right breaks.	1	2	3	4	5
21.	Problem solving is usually more effective when a number of alternatives are considered.	1	2	3	4	5
22.	I enjoy impressing others with the things I am able to do.	1	2	3	4	5
23.	I enjoy playing games like tennis and handball with someone who is slightly better than I am.	1	2	3	4	5
24.	Sometimes moral ethics must be bent a little in business dealings.	1	2	3	4	5
25.	I think that good friends would make the best subordinates in an organization.	1	2	3	4	5



ENTREPRENEURIAL READINESS QUESTIONNAIRE

Scoring: Give yourself one point for each 1 or 2 response you circled for questions:
1, 2, 6, 8, 10, 11, 16, 17, 21, 22, 23, 24.

Give yourself one point for each 4 or 5 response you circled for questions:
3, 4, 5, 7, 9, 12, 13, 14, 15, 18, 19, 20, 25.

Total	Results
21-25	Your entrepreneurial potential looks great if you have a suitable opportunity to use it. What are you waiting for?
16-20	This is close to the high entrepreneurial range. You could be quite successful if your other talents and resources are right.

11-15	Your score is in the transitional range. With some serious work you can probably develop the outlook you need for running your own business.
6-10	Things look pretty doubtful for you as an entrepreneur. It would take considerable rearranging of your life philosophy and behavior to make it.
0-5	Let's face it. Entrepreneurship is not really for you. Still, learning what it's all about won't hurt anything.

Entrepreneurial Potential

Assessment tool

Read the following statements carefully and CIRCLE THE NUMBER which indicates your **DEGREE** of **AGREEMENT** or **DISAGREEMENT** with them according to your way of seeing and doing things.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
1	2	3	4	5	
1. I am Generally optimistic	1	2	3	4	5
2. I like doing things better than other people do them	1	2	3	4	5
3. When I solve a problem, I try to find the best solution without concerning myself too much about other possible solutions	1	2	3	4	5
4. I like to chat with my co-workers after the workday is over	1	2	3	4	5
5. If I bet at the races, I'd rather take a chance on a long-shot that might bring a big pay-off	1	2	3	4	5
6. I prefer to set my own objectives and work hard to reach them	1	2	3	4	5
7. I am easy to approach and get along well with others	1	2	3	4	5
8. I like to be well informed about what is happening and take steps to find out	1	2	3	4	5
9. I work better when someone guides and advises me	1	2	3	4	5
10. When I know I'm right, I can convince others	1	2	3	4	5
11. I often find that other people make me waste precious time	1	2	3	4	5
12. I like watching hockey, baseball and other similar sports	1	2	3	4	5

Entrepreneurial Potential Assessment tool

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
1	2	3	4	5	
13. I tend to talk easily and openly about myself to others	1	2	3	4	5
14. I don't mind following orders from superiors who have legitimate authority	1	2	3	4	5
15. I prefer developing plans rather than putting them into effect	1	2	3	4	5
16. There's not much pleasure in betting on "sure things"	1	2	3	4	5
17. Faced with failure, I'd rather go quickly on to another activity than persevere in the situation	1	2	3	4	5
18. I think that to succeed in business, you must commit enough time to family	1	2	3	4	5
19. When I've earned something, I think it's important to protect it, to keep it secure	1	2	3	4	5
20. Making a lot of money is mostly a matter of luck	1	2	3	4	5
21. A problem is usually resolved better when you consider several possible solutions	1	2	3	4	5
22. I like to impress other with my achievements	1	2	3	4	5
23. I prefer to play a sport such as tennis or badminton with someone who is slightly better at it than I am	1	2	3	4	5
24. Sometimes, in business negotiations, ethics and morality have to be a bit loose	1	2	3	4	5
25. I believe that good friends should make the best subordinates in a business	1	2	3	4	5

Entrepreneurial Potential Assessment tool

Evaluate your Answers

Give yourself one point for each time you have CIRCLED THE NUMBER 1 OR 2 in responses to statements:

1, 2, 6, 8, 10, 11, 16, 17, 21, 22, 23 and 24;

and one point for each time you have CIRCLED THE NUMBER 4 OR 5 in your response to the statements:

3, 4, 5, 7, 9, 12, 13, 14, 15, 18, 19, 20 and 25

TOTAL YOUR POINTS _____

So, What are the Results....

21-25	You have great entrepreneurial potential. With such potential, its surprising you haven't gone into business already (if that's the case of course)
16-20	This result shows you have definite entrepreneurial potential. However, your success in business could depend on the abilities you show and the resources you have available.
11-15	This result puts you in an intermediate zone. You are probably capable of going into business, but you would have to put a lot of effort and perseverance into it. Outside help and follow-up in the form of advice and encouragement would be an asset to you. Some adjustment might also be necessary.
6 to 10	Your entrepreneurial potential seems fairly weak. You would certainly have to reconsider some of your opinions, attitudes and behaviour patterns.
1 to 5	Be realistic. It would probably be difficult for you to evolve into the business world at present. You should become seriously informed about the restraints and demands of the entrepreneur's career.

This "assessment" attempts to evaluate your aptitude for business and is based on a number of characteristics observed in entrepreneurs. It cannot, of course, claim to make an exact evaluation of your entrepreneurial potential., but it is a god way to find out where you stand.



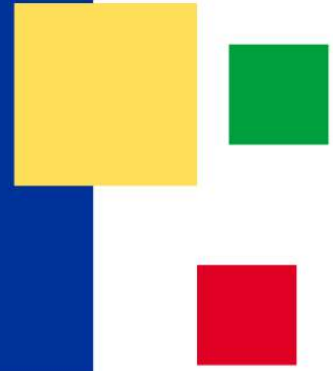
Entrepreneurial Potential tests

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CHAPTER 3

ELISA project tools



Entrepreneurship & Dual Career Questionnaire for Athletes

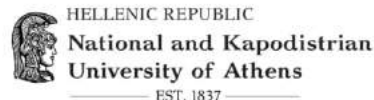
The Entrepreneurship & Dual Career Questionnaire for Athletes is a self-referenced questionnaire designed to evaluate the entrepreneurship by the athletes, as well as the dual-career characteristics as these are evaluated by them. The questionnaire is divided in two parts, the first evaluates the entrepreneurial skills and the second part the dual-career characteristics. The Entrepreneurial Instrument (1st Part) evaluates (a) the entrepreneurial skills in sports that are closely related to athletes' personal skills, (b) the entrepreneurial skills that are more important for the athletes', (c) the best way for implementation of the entrepreneurship education (program, educators, cooperation with athletic committees), and (d) the demographic information that should be considered during entrepreneurship education. The 2nd Part contains the Dual-Career Questionnaire which consists of the following parts: (a) negative thoughts after sport career termination, (b) dual-career management, (c) positive thoughts after sport career termination, and (d) emotional confidence, cooperation, and adaptability related to dual-career of the athletes.



Entrepreneurship & Dual Career Questionnaire for Athletes

The 2nd Part contains the Dual-Career Questionnaire for Athletes (completed by the Coaches) which consists of the following parts: (a) dual-career management, (b) negative thoughts after sport career termination, (c) positive thoughts after sport career termination, and (d) emotional confidence, cooperation, and adaptability related to dual-career of the athletes. The dual-career management factor consists of eleven (11) items (e.g., “I feel able to prioritize the requirements of my studies/work and sport”) and the total score is produced by adding the 11-items score, ranging from 11 to 55. The higher the score, the higher the dual-career management. The second factor is named the negative thoughts after sport career termination is comprised of eight (8) items (e.g., “I find it difficult to start from the beginning after my sports career termination”). The score in this factor ranges from 8 to 40. The higher the score, the higher athlete’s negative thoughts after sports career termination. The third factor refers to the positive thoughts after sport career termination which is comprised of nine (9) items (e.g., “I feel excited with my working plans for my career after the end of my sport career”). The score in this factor ranges from 9 to 45. The higher the score, the higher athlete’s negative thoughts after sport career termination. The fourth factor refers to the athletes’ emotional confidence, cooperation, and adaptability which consists of seven (7) items (e.g., “I am patient enough to achieve the progression I want in both my sport and my studies/work”). The score in this factor ranges from 7 to 35. The higher the score, the higher athlete’s emotional confidence, cooperation, and adaptability to the new environment. The participants respond to the Dual Career Questionnaire for Athletes based on a 5-point scale ranging from 1 representing “Strongly disagree” to 5 referring to “Strongly agree”.

Entrepreneurship & Dual Career Questionnaire for Athletes



QUESTIONNAIRE (anonymous)

The following questionnaire includes a number of questions relating to entrepreneurship education. The answers you provide are confidential and will only be used for research purposes. The questionnaire is anonymous and the information collected will be analyzed statistically and used exclusively for the needs of the investigation. We would like to thank you in advance for your cooperation.

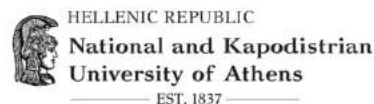
PART 1 – Demographic information

- 1) Country: 2) Gender Male Female
- 3) Age (in years): Nationality:
- 4) Education Primary Secondary
Bachelor Discipline:
Master PhD
- 5) Marital status
Single Married Widowed Divorced
Number of children Boys Girls
- 6) Sport you participate(d) in :
- 7) Total athletic experience (in years): (in games):
- 8) Sport participation in:
National games European Championship
World Championship Olympic Games
- 9) Years of participation in the national team:

PART 2- Entrepreneurship in Sports

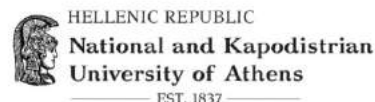
"Entrepreneurship" means having a clear purpose, and setting specific goals for your work development. Entrepreneurship does not refer only to business creation and management, but mainly on life skills acquisition, such as critical and creative thinking, confidence building, collaboration and communication, stress management, decision-making, ability to seize opportunities, and finally choosing the appropriate solutions based on environmental opportunities, as well as, individual characteristics. The main objective is the development of values and attitudes, so that athletes can deal with entrepreneurship as an attractive alternative employment and a mean of tackling unemployment. Please, answer the following statements/questions circulating the number in each item that best represents your opinion. There are no correct or wrong answers. Try to indicate your personal opinion as accurately as possible. It's very important to answer ALL the questions. Use the scale of response as follows:

Entrepreneurship & Dual Career Questionnaire for Athletes



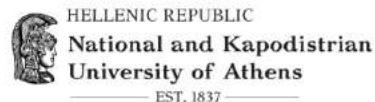
	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
1. The entrepreneurial skills in sports are closely related to athletes' personal skills such as:				
a. self-awareness	1	2	3	4
b. communication	1	2	3	4
c. problem solving	1	2	3	4
d. creative thinking	1	2	3	4
e. innovation	1	2	3	4
f. risk-taking	1	2	3	4
g. critical thinking	1	2	3	4
h. self-respect	1	2	3	4
2. In the sport domain, entrepreneurial skills are important for the athletes':				
a. socialization during and after their athletic career	1	2	3	4
b. social integration during and after their athletic career	1	2	3	4
c. ability to resolve conflicts in the athletic/working environment	1	2	3	4
d. occupational orientation in/or outside the sport environment	1	2	3	4
e. familiarity with the needs and the characteristics of an employment environment	1	2	3	4
f. cognitive, social, emotional and occupational development	1	2	3	4
g. recognition and acceptance of individual differences and specificities in the working environment	1	2	3	4
g. development of values and attitudes, so that athletes can deal with entrepreneurship as an attractive alternative employment and tackling unemployment	1	2	3	4
h. motivation and commitment for their personal development and improvement	1	2	3	4

Entrepreneurship & Dual Career Questionnaire for Athletes



	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
3. Entrepreneurship education is best implemented through:				
a. athletes' participation in training programs and/or seminars ...	1	2	3	4
b. compulsory athletes' education	1	2	3	4
c. employment course integrated into the curriculum of higher education segments	1	2	3	4
d. accredited educational program organized by the Ministry of Sport (or General Secretary of Sports)	1	2	3	4
e. organized educational activities during athletes' career organized by the Sport Federations (e.g. meetings with entrepreneurs, athletes' visiting in enterprises, etc.)	1	2	3	4
f. selective course in athletes' High School program	1	2	3	4
g. separate course in athletes' High School program which is supported by school activities (e.g. visits, program implementation through the cooperation with entrepreneurship institutions, etc.)	1	2	3	4
4. Entrepreneurship Education is appropriate to be taught by:				
a. a specialized teacher (in secondary education)	1	2	3	4
b. the coach of the athlete, because he/she knows better the athlete than anyone else	1	2	3	4
c. a sport psychologist, as entrepreneurship is closely linked to athletes' future and goals	1	2	3	4
d. a sport manager, as entrepreneurship is closely linked to management	1	2	3	4
e. sport psychologists in conjunction with sport managers	1	2	3	4

Entrepreneurship & Dual Career Questionnaire for Athletes



Strongly disagree **Disagree** **Agree** **Strongly agree**
 1 2 3 4

5. For the Entrepreneurship Education improvement is important the cooperation of:

a. athletes' community, Sport Federations, and Ministry of Sports	1	2	3	4
b. athletes' community, Sport Federations, and Olympic Committees	1	2	3	4
c. athletes with their parents and coaches	1	2	3	4
d. athletes' collaboration with local community (e.g., municipality, local authorities, municipal authorities, residents, etc.) ...	1	2	3	4
e. athletes' collaboration with entrepreneurs (e.g., visit entrepreneurs at sport facilities or athletes on enterprises, etc.)	1	2	3	4
f. athletes' community, Sport Federations, Olympic Committees, and entrepreneurs	1	2	3	4

6. Entrepreneurship Education should be adjusted according to the athlete's:

gender	1	2	3	4
age	1	2	3	4
type of sport	1	2	3	4
physical characteristics	1	2	3	4
level of sport participation and experience in sport	1	2	3	4
level of sport achievements	1	2	3	4
aptitude and interests	1	2	3	4
cultural origin and nationality	1	2	3	4
religion	1	2	3	4

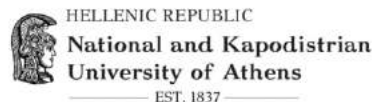
7. Please indicate any additional note that you think is important.

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Entrepreneurship & Dual Career Questionnaire for Athletes

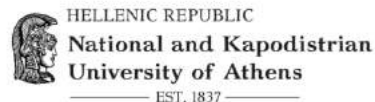


DUAL CAREER in SPORTS for ATHLETES

Athletes during their sport participation should spend significant time and interest in their studies and/or work. Athletes must combine the requirements of sports and studies/work in order to achieve both their athletic and educational/work goals, to maintain their well-being and personal health. Finally, the athletes at some stage of their athletic career will have to prepare life after the end of their sport career. During the career transition athletes might face changes and difficulties that will arise in their life, the management of which will lead to a successful adaptation during the new situation. There are no right or wrong answers. Try to indicate your personal opinion as accurately as possible. It's very important to answer ALL the questions. Use the scale of response as follows:

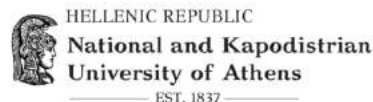
	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
1. I feel able to successfully manage the demands of studies/ work and sports	1	2	3	4
2. I feel able to be successful both in studies/work and in my sport	1	2	3	4
3. I feel able to prioritize the requirements of my studies/ work and sport	1	2	3	4
4. I make the right choices to be successful both in sport and studies/work	1	2	3	4
5. I always set priorities to be successful both in sport and studies/work	1	2	3	4
6. I feel able to maintain a positive interaction and complementarity between my studies/work and sport	1	2	3	4
7. I am highly motivated to succeed in both my studies/work and my sport	1	2	3	4
8. I feel that sport and studies/work can successfully complement each other	1	2	3	4
9. I am highly motivated to make whatever is needed to be successful in both my studies/work and sports	1	2	3	4
10. Sport is not an obstacle to my plans and dreams after the end of my athletic career	1	2	3	4
11. Sport helps me make the right decisions about what I want to do in my life and my studies/work	1	2	3	4

Entrepreneurship & Dual Career Questionnaire for Athletes



	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
1. I feel worried about the new social environment after my sport career termination	1	2	3	4
2. I find it difficult to adapt to everyday activities or a new job	1	2	3	4
3. After the end of my sport career, I will face a lack of environmental support in my life	1	2	3	4
4. I find it difficult to start from the beginning after my sport career termination	1	2	3	4
5. I feel that I lack skills to start a new professional life (job)	1	2	3	4
6. I feel that I will face financial problems after my sport career termination	1	2	3	4
7. I think it will be difficult to find a challenging job or a job that I like	1	2	3	4
8. I think it will be difficult to set a challenging goal in my new life after sports	1	2	3	4
<hr/>				
1. I am prepared to manage the difficult period after the end of my sport career	1	2	3	4
2. I am positive to explore new vocational skills and opportunities	1	2	3	4
3. I feel excited to experience new professional goals	1	2	3	4
4. I am positive to work and spend time in new interests	1	2	3	4
5. I feel excited with my working plans for my career after the end of my sport career	1	2	3	4
6. I am flexible to change my routine and successfully adapt to the new life after sports	1	2	3	4
7. I am well informed about the career options and the opportunities after the end of my sport career	1	2	3	4
8. It is very clear to me what my plans are after the end of my sport career	1	2	3	4
9. I want to be successful in other parts of my life and not just in sports	1	2	3	4

Entrepreneurship & Dual Career Questionnaire for Athletes



	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
1. I feel confident that I can manage the stress in sport and my studies/work	1	2	3	4
2. I feel confident that I can overcome the challenges I face in sport and my studies/work	1	2	3	4
3. I feel able to overcome the setbacks and obstacles in sport and studies/work	1	2	3	4
4. I am patient enough to achieve the progression I want in both my sport and my studies/work	1	2	3	4
5. I am able to collaborate efficiently with the supporting staff (teachers, coaches, directors etc.) in sport and my studies/work	1	2	3	4
6. I am able to collaborate with my peers (athletes, students, teammates, colleagues etc.) in sport and my studies/work	1	2	3	4
7. I feel able to resolve conflicts that arise either in sport or in my studies/work	1	2	3	4

Please indicate any additional note that you think is important.

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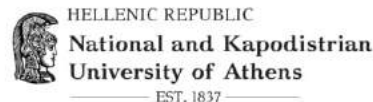
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THANK YOU

Entrepreneurship & Dual Career Questionnaire for Coaches



QUESTIONNAIRE (anonymous)

The following questionnaire includes a number of questions relating to entrepreneurship education. The answers you provide are confidential and will only be used for research purposes. The questionnaire is anonymous and the information collected will be analyzed statistically and used exclusively for the needs of the investigation. We would like to thank you in advance for your cooperation.

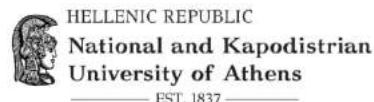
PART 1 – Demographic information

- 1) Country:
- 2) Occupation: Coach Federation employee Sport Club Director
 Sport scientist (sport psychologist, manager etc.) General Secretary of Sport employee
 Other (indicate):
- 2) Gender Male Female
- 3) Age (in years): Nationality:
- 4) Education Primary Secondary
 Bachelor Discipline:
 Master PhD
- 5) Marital status
 Single Married Widowed Divorced
 Number of children Boys Girls
- 6) Sport you participate(d) in : None:
- 7) Total athletic experience (in years): (in games):
- 8) Sport participation in: National games European Championship
 World Championship Olympic Games
- 9) Years of participation in the national team:

PART 2- Entrepreneurship in Sports

"Entrepreneurship" means having a clear purpose, and setting specific goals for your work development. Entrepreneurship does not refer only to business creation and management, but mainly on life skills acquisition, such as critical and creative thinking, confidence building, collaboration and communication, stress management, decision-making, ability to seize opportunities, and finally choosing the appropriate solutions based on environmental opportunities, as well as, individual characteristics. The main objective is the development of values and attitudes, so that athletes can deal with entrepreneurship as an attractive alternative employment and a mean of tackling unemployment. Please, answer the following statements/questions circulating the number in each item that best represents your opinion. There are no

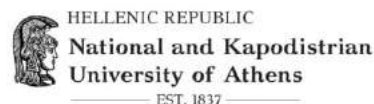
Entrepreneurship & Dual Career Questionnaire for Coaches



correct or wrong answers. Try to indicate your personal opinion as accurately as possible. It's very important to answer ALL the questions. Use the scale of response as follows:

	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
1. The entrepreneurial skills in sports are closely related to athletes' personal skills such as:				
a. self-awareness	1	2	3	4
b. communication	1	2	3	4
c. problem solving	1	2	3	4
d. creative thinking	1	2	3	4
e. innovation	1	2	3	4
f. risk-taking	1	2	3	4
g. critical thinking	1	2	3	4
h. self-respect	1	2	3	4
2. In the sport domain, entrepreneurial skills are important for the athletes':				
a. socialization during and after their athletic career	1	2	3	4
b. social integration during and after their athletic career	1	2	3	4
c. ability to resolve conflicts in the athletic/working environment	1	2	3	4
d. occupational orientation in/or outside the sport environment	1	2	3	4
e. familiarity with the needs and the characteristics of an employment environment	1	2	3	4
f. cognitive, social, emotional and occupational development	1	2	3	4
g. recognition and acceptance of individual differences and specificities in the working environment	1	2	3	4
g. development of values and attitudes, so that athletes can deal with entrepreneurship as an attractive alternative employment and tackling unemployment	1	2	3	4
h. motivation and commitment for their personal development and improvement	1	2	3	4

Entrepreneurship & Dual Career Questionnaire for Coaches



Strongly disagree **Disagree** **Agree** **Strongly agree**
 1 2 3 4

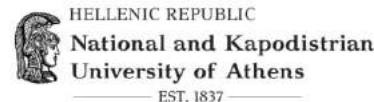
3. Entrepreneurship education is best implemented through:

a. athletes' participation in training programs and/or seminars ...	1	2	3	4
b. compulsory athletes' education	1	2	3	4
c. employment course integrated into the curriculum of higher education segments	1	2	3	4
d. accredited educational program organized by the Ministry of Sport (or General Secretary of Sports)	1	2	3	4
e. organized educational activities during athletes' career organized by the Sport Federations (e.g. meetings with entrepreneurs, athletes' visiting in enterprises, etc.)	1	2	3	4
f. selective course in athletes' High School program	1	2	3	4
g. separate course in athletes' High School program which is supported by school activities (e.g. visits, program implementation through the cooperation with entrepreneurship institutions, etc.)	1	2	3	4

4. Entrepreneurship Education is appropriate to be taught by:

a. a specialized teacher (in secondary education)	1	2	3	4
b. the coach of the athlete, because he/she knows better the athlete than anyone else	1	2	3	4
c. a sport psychologist, as entrepreneurship is closely linked to athletes' future and goals	1	2	3	4
d. a sport manager, as entrepreneurship is closely linked to management	1	2	3	4
e. sport psychologists in conjunction with sport managers	1	2	3	4

Entrepreneurship & Dual Career Questionnaire for Coaches



Strongly disagree **Disagree** **Agree** **Strongly agree**
 1 2 3 4

5. For the Entrepreneurship Education improvement is important the cooperation of:

a. athletes' community, Sport Federations, and Ministry of Sports	1	2	3	4
b. athletes' community, Sport Federations, and Olympic Committees	1	2	3	4
c. athletes with their parents and coaches	1	2	3	4
d. athletes' collaboration with local community (e.g., municipality, local authorities, municipal authorities, residents, etc.) ...	1	2	3	4
e. athletes' collaboration with entrepreneurs (e.g., visit entrepreneurs at sport facilities or athletes on enterprises, etc.)	1	2	3	4
f. athletes' community, Sport Federations, Olympic Committees, and entrepreneurs	1	2	3	4

6. Entrepreneurship Education should be adjusted according to the athlete's:

gender	1	2	3	4
age	1	2	3	4
type of sport	1	2	3	4
physical characteristics	1	2	3	4
level of sport participation and experience in sport	1	2	3	4
level of sport achievements	1	2	3	4
aptitude and interests	1	2	3	4
cultural origin and nationality	1	2	3	4
religion	1	2	3	4

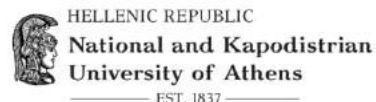
7. Please indicate any additional note that you think is important.

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Entrepreneurship & Dual Career Questionnaire for Coaches

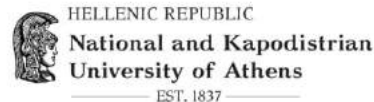


DUAL CAREER in SPORTS for ATHLETES (completed by the coaches etc.)

Athletes during their sport participation should spend significant time and interest in their studies and/or work. Athletes must combine the requirements of sports and studies/work in order to achieve both their athletic and educational/work goals, to maintain their well-being and personal health. Finally, the athletes at some stage of their athletic career will have to prepare life after the end of their sport career. During the career transition athletes might face changes and difficulties that will arise in their life, the management of which will lead to a successful adaptation during the new situation. There are no right or wrong answers. Try to indicate your personal opinion as accurately as possible. It's very important to answer ALL the questions. Use the scale of response as follows:

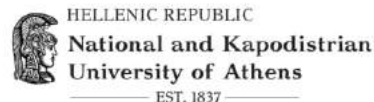
	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
Based on my experience and knowledge, the athletes ...				
1. feel able to successfully manage the demands of studies/work and sports	1	2	3	4
2. feel able to be successful both in studies/work and in sport	1	2	3	4
3. feel able to prioritize the requirements of studies/work and sport	1	2	3	4
4. make the right choices to be successful both in sport and studies/work	1	2	3	4
5. always set priorities to be successful both in sport and studies/work	1	2	3	4
6. feel able to maintain a positive interaction and complementarity between studies/work and sport	1	2	3	4
7. be highly motivated to succeed in both studies/work and sport	1	2	3	4
8. feel that sport and studies/work can successfully complement each other	1	2	3	4
9. be highly motivated to make whatever is needed to be successful in both studies/work and sports	1	2	3	4
10. not evaluate sports as an obstacle to their plans and dreams after the end of their athletic career	1	2	3	4
11. through sport make the right decisions about what they want to do in life and studies/work	1	2	3	4

Entrepreneurship & Dual Career Questionnaire for Coaches



	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
Based on my experience and knowledge, the athletes ...				
1. are worried about the new social environment after their sport career termination	1	2	3	4
2. found it difficult to adapt to everyday activities or a new job	1	2	3	4
3. after the end of their sport career, usually they face a lack of environmental support in their life	1	2	3	4
4. found it difficult to start from the beginning after their sport career termination	1	2	3	4
5. lack skills to start a new professional life (job)	1	2	3	4
6. face financial problems after their sport career termination	1	2	3	4
7. found it difficult to have a challenging job or a job that they like	1	2	3	4
8. found it difficult to set a challenging goal in their new life after sports	1	2	3	4
1. are prepared to manage the difficult period after the end of their sport career	1	2	3	4
2. are positive to explore new vocational skills and opportunities...	1	2	3	4
3. feel excited to experience new professional goals	1	2	3	4
4. are positive to work and spend time in new interests	1	2	3	4
5. are excited with their working plans for their career after the end of their sport	1	2	3	4
6. are flexible to change their routine and successfully adapt to the new life after sports	1	2	3	4
7. are well informed about the career options and the opportunities after the end of their sport	1	2	3	4
8. have clear plans after the end of my sport career	1	2	3	4
9. want to be successful in other parts of their life and not just on sports	1	2	3	4

Entrepreneurship & Dual Career Questionnaire for Coaches



	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
Based on my experience and knowledge, the athletes ...				
1. are confident that they can manage the stress in sport and their studies/work	1	2	3	4
2. are confident that they can overcome the challenges they face in sport and their studies/work	1	2	3	4
3. are able to overcome the setbacks and obstacles in sport and studies/work	1	2	3	4
4. are patient enough to achieve the progression they want both in their sport and studies/work	1	2	3	4
5. are able to collaborate efficiently with the supporting staff (teachers, coaches, directors etc.) in sport and their studies/work	1	2	3	4
6. are able to collaborate with their peers (athletes, students, teammates, colleagues etc.) in sport and their studies/work	1	2	3	4
7. are able to resolve conflicts that arise either in sport or in their studies/work	1	2	3	4

Please indicate any additional note that you think is important.

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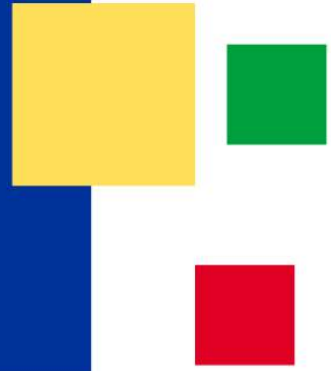
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THANK YOU

Methodology Guide

of Career Development and
Psychometric Methods



CHAPTER 4

Online tools



Online tools

We introduced you to many various personality and entrepreneur tests in Chapters 1 and 2. However, these are not all the available tools in these areas. In chapter 3 we decided to show you many other interesting and relevant tests, which could not be presented in this guide, due to some reasons:

- ⇒ Those tools are accessible only online, not in pdf format.
- ⇒ The calculation and assessment are automatically and it is done online
- ⇒ Those tests are too long to put inside our guide.
- ⇒ Some of them can be paid for or need registration by the user

We decided to collect these remaining tests and share them with you in order to give you some more options if you are hardly interested in evaluating yourself or your athletes.

We linked each test with its online source, however, we are not responsible for the content on those websites. Bear in mind that the author of that source is able to change the website or remove the test from the Internet.

Online tools

TEMPERAMENT & PERSONALITY (T&P) QUESTIONNAIRE

The Temperament and Personality (T&P) Questionnaire identifies a number of personality styles that have been held to predispose to depression (and in particular non-melancholic depression) and that correspond with four of the five factors identified in the well-known Five Factor Model (FFM) of normative personality. Subjects are required to rate each item on the questionnaire according to how they generally feel or behave; not necessarily as they are when depressed. Clinical evidence suggests that all but the most profoundly depressed are able to complete this 109-item questionnaire within 20 minutes.

Online source of the test:

<https://www.blackdoginstitute.org.au/wp-content/uploads/2020/04/Temperament-and-Personality-Questionnaire-Black-Dog-Institute-1.pdf>

RAVEN'S STANDARD PROGRESSIVE MATRICES

The Standard Progressive Matrices (SPM) was designed to assess nonverbal reasoning in the general population. In educational settings, it is used as a language-free measure of intelligence. In organizational settings, it is used to determine potential for success in technical or mid-level management positions. The Standard Progressive Matrices (SPM) was designed to measure a person's ability to form perceptual relations and to reason by analogy independent of language and formal schooling, and may be used with persons ranging in age from 6 years to adult. In the SPM everyone is given the same problems arranged in the same order, and is asked to work at his own speed from the beginning to the end of the test, without interruption. In this way it is possible to assess at the time of the test a person's capacity for observation and clear-thinking relative to other people.

RAVEN'S offers information about someone's capacity for analysing and solving problems, abstract reasoning, and the ability to learn. The Standard Progressive Matrices assessment is aimed at entry level candidates.

Online source of the test:

<https://iq-tests.org/the-raven-iq-test.html>

Online tools

ENTREPRENEURIAL POTENTIAL

To determine the entrepreneurial potential is of high relevance to identify as many people as possible with potential for self-employment and to attract them as founders of new businesses or company successors.

Online source of the test:

<https://ka4hr.eu/wp-content/uploads/Assessment-of-entrepreneurial-potential.pdf>

16 PERSONALITIES TEST

It is an internationally recognised method that first guides you through a series of questions. After its completion you will receive a description of which of the 16 personalities your answers match the most. This will be followed by a description of this personality and a list of occupations and jobs in which the resulting types are good at. You will also receive a list of celebrities who have the same personality type as you.

Online source of the test:

<https://www.16personalities.com/free-personality-test>

<https://www.truity.com/test/type-finder-personality-test-new>

15FQ+ FIFTEEN FACTOR QUESTIONNAIRE

The 15FQ+ provides an in depth assessment of the whole sphere of human personality. The 15FQ+ reports describe individual's typical interpersonal behaviours, thinking style and ways of coping with stress. Reports include Leadership Styles, Derailers, preferred Team Roles and Career Themes. Reports focusing on competencies and emotional intelligence are also available. Customised reports can be developed to focus on factors critical in one specific organisation.

Online source of the test:

<https://www.wikijob.co.uk/aptitude-tests/test-types/15fq-test>

https://psytech.com/Content/SampleReports/EN/15FQ_Sample_Standard_Report.pdf



Online tools



The Myers-Briggs Type Indicator

This test based on Carl Jung's theory of personality, is one of the better-known instruments. MBTI works by noting down how you perceive information, make decisions and act on it. This test consists of 93 questions that can assist budding entrepreneurs in gaining an edge over their competitors. Visiting a professional to take the MBTI test is a good idea to succeed as an entrepreneur.

Online source of the test:

<https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics>



Prevue HR Systems

This test measures an employee's motivation, personality, and interests. Major organizations use this test regularly to find new employees. Incorporating an assessment test into the hiring process can help you hire better employees for your company.

Online source of the test:

<https://www.prevuehr.com>



The PAVF Assessment

This self-assessment tool is a customized personality test that can describe how individuals are wired to the dot. It helps individuals understand that this test is not just about their personality, but instead, how their personality is around their team.

Online source of the test:

<https://careerconstructors.com/wp-content/uploads/2017/02/PAVF-Workstyles-Survey.pdf>



Online tools




Wealth Dynamics personality test

Wealth Dynamics is one of the top personality tests available for budding and experienced entrepreneurs. This test helps you identify your career path from the eight different wealth profiles available. These eight profiles are trader, accumulator, lord, mechanic, creator, star, supporter, and deal maker.

Online source of the test:

<https://www.wealthdynamics.com/>




Team-ability

The Team-ability self-assessment test focuses on team spirit between two or more people. It measures how people work and collaborate, how they clear obstacles, and how they can improve. With the Team-ability test, entrepreneurs can gain perspective on their preferred working styles and what gives them satisfaction at work. This test also helps managers by giving them relevant information, which allows them to dish out job responsibilities appropriately.

Online source of the test:

<https://toolbox.hyperisland.com/team-self-assessment>



Professional Dynametric Programs

Professionals use this self-assessment tool to teach skills such as leadership in entrepreneurs. It gives the individuals a detailed report about who they are and what path they can choose to succeed as entrepreneurs.

Online source of the test:

<https://www.pdpglobal.com/>



Online tools



The FourSight Thinking Profile

This profile evaluates the problem-solving skills of entrepreneurs. Individuals can use this test to guide themselves on the right path to achieve the most from their careers.

Online source of the test:

<https://www.foursightonline.com>



Smart Work Assessments' Self-Employment Profile

Smart Work assessments self-employment profile allows individuals to incorporate a business mindset with their characteristics. These characteristics include the need for a structure, learning capabilities, managing prospects, and handling rejection. It can help budding entrepreneurs identify if they should own a stand-alone business or operate in a franchise.

Online source of the test:

<http://www.smartworkassessments.com/meet-the-smart-assessment/assessment-categories>



Values Assessment

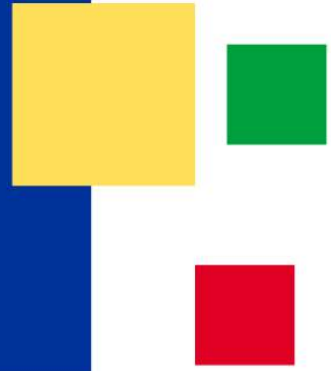
The Values Test can help you learn more about your underlying work needs and motivations, and can help you decide what is important to you in a job. The test does this by asking you to rank different aspects of work that represent six underlying work values. Knowing your work values can help you decide what kinds of jobs and careers you might want to explore.

Online source of the test:

<https://www.myplan.com/assess/values.php>

Methodology Guide

of Career Development and
Psychometric Methods



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