**Career Readiness - Self-awareness Tools**

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| **Name of Test** | **Summary** | **How long will it take?** | **How do the results look?** | **Useful for…** |
| [**The Buzz Quiz**](https://icould.com/buzz-quiz/) | Based on the 16 Myers-Briggs personality types, this short and visually engaging gives users two options to choose regarding statements about how they take on information and make decisions. | **3-4 minutes** | Users are allocated an animal linked to their personality type with details about how this relates to their strengths, motivations and what work might suit them. | Starting a conversation around self-awareness, particularly in terms of helping students articulate their strengths for a CV or interview - can easily be complete on mobile phones as part of a lecture. |
| [**Prospects Planner**](https://www.prospects.ac.uk/planner) | Short self-assessment focusing on users' skills, desires and motivations - users rank or agree/disagree with statements about what they are good at and what they enjoy doing, including workplace skills. The assessment then analyses these answers and suggests relevant career pathways. | **12 minutes** | Online report with top career matches ranked in order based on how closely they align to users' skills, desires and motivations. | Helping students begin exploring different career options - however, there is not really a skills audit-style overview, so it may not be as useful if students already have a good idea about their proposed career pathway. |
| [**Prospects Job Match**](https://www.prospects.ac.uk/job-match) | Asks users to answer questions to determine what job groups match up to their skills and interests, based around 15 job groupings such as ***Entertainer***, ***Creator***, ***Guide***, ***Organiser*** or ***Pioneer*** - includes a demonstration video to show to students prior to taking the assessment. | **5-10 minutes**  | Once the assessment is completed, users are presented with their closest job grouping match (e.g. ***Inspirer***), including a summary of what individuals in this grouping tend to be like and links to related job profiles.  | Helpful for career exploration and demonstrating to students that there may be a number of job areas that match with their skill set and personality, not just those related directly to their degree. Could be used particularly with courses such as English, Maths, History and Physics where there are a wide range of career pathways linked to the degree. |
| [**Graduates First Work Personality Questionnaire**](https://www.graduatesfirst.com/university-career-services/shu/) |  Self-report assessment where users are required to agree or disagree with 90 behavioural statements that are provided. E.g. "I enjoy working with others". The questionnaire is underpinned by **Big 5** personality model, which looks at ***Agreeableness***, ***Extroversion***, ***Neuroticism***, ***Openness*** and ***Conscientiousness*** and provides users with an indication of their personality and preferences based on previous users of the test. | **10 minutes**  | Results are presented to users in both online and PDF formats and show users where they sit in relation to 'norm groups' (other people who have taken the test) based on the Big 5 personality areas. A detailed breakdown of what the results show in relation to your personality can be found at the bottom of the page, under the results matrix. | Useful for helping students better understand how employers use these type of assessments to evaluate individuals for job vacancies - the ***Graduates First*** account that all SHU students have access to also includes other assessments used by employers, such as Verbal Reasoning, Numerical Reasoning and Situational Judgement Tests, so this could be a good tool for helping students to approach assessments from an application preparation standpoint. |
| [**NCS Skills Assessment**](https://nationalcareers.service.gov.uk/skills-assessment) | Short skills audit that asks students to choose whether they agree or disagree on a five-point scale with a variety of statements about their motivations for work, such as *'I enjoy working with large groups of people*'. Further assessments can be taken to explore personal skills, motivations and technical skills in more detail. | **5-10 minutes** (15 mins+ each for further tests) | Details of the top 3 skills and suggested careers can be emailed, downloaded or printed from the site - links to further assessments. | Helping launch a discussion on motivations for work and how these can translate across different sectors - lead in for further exploration for students. Longer assessments are useful preparation for Psychometric tests. |
| **Abintegro Career Pulse (TBC)** | Short skills audit that allows students to rank areas like Self-Awareness, Job Hunting and CV Writing from 1-10 - can lead to more detailed career assessments focusing on particular areas, like *Learning Style*, *Personality Insight* and preferred *Workplace Culture*. | **3-4 minutes** (for initial assessment) | One page report online that can be printed off or downloaded to share with others - provides ideas for next steps. | Establishing a baseline for students in terms of their career readiness and as a discussion point for further action. |
| [**16 Personalities**](https://www.16personalities.com/) | Also based on the Myers-Briggs 16 personality types, this assessment presents users with a series of statements to agree or disagree with on a 7-point scale - these statements are focused around how users interact with people at work and in their personal life, their values and motivations in work and life. Easy to complete, visually engaging and not particularly time-consuming. | **10-12 minutes** (plus additional time for further reading) | One page online report that can be sent to you via email - simple user interface and leads on to further reading around users' strengths, weaknesses and potential career paths  | Encouraging students to take a more independent approach to self-awareness and self-reflection - could be used for helping students think about the values of companies they wish to apply for placements/graduate roles with. |
| [**Mind Tools**](https://www.mindtools.com/pages/main/SelfTestsIndex.htm) | The website provides a range of self-assessment tools and quizzes for users, ranging from your effectiveness as a team member to how resilient you are in the workplace - the website also contains links to a number of resources to support with self-reflection related to a number of topics, including teamwork, leadership and self-efficacy.  | **Variable**(2-3 minutes for short assessments) | Users can register for free to have their results emailed to them - otherwise, results are presented on the same page as the assessment, with scores out of 15 given for each area e.g. Decision Making. | Useful as further research for students who are interested in exploring their self-awareness further - could easily be linked with sessions on team roles (e.g. Belbin) or as a tool for Academic Support Advisors to set tasks for students based on feedback from group work. |
| [**VIA Institute on Character**](https://www.viacharacter.org/) | After registering for free on the website, users can take a short self-assessment that asks them to agree/disagree with statements on a five-point scale - the statements are based around interactions both at work and in day-to-day life e.g. "My friends say that I am a good group leader" or "I can always appreciate the good things in my life". The assessment then provides users with a ranked list of 24 character traits, such as *Humour* or *Creativity*. | **5-10 minutes** (plus additional reading time) | Results are presented on screen and also emailed to the user in the form of a downloadable and printable PDF report, which goes into extensive detail about the user's top 5-7 character traits. | Useful for setting up a group discussion for students to compare their key character strengths with each other, which can then be linked to articulating this on CVs or in interviews (although students would have to complete assessment first). |
| [**Ikigai**](https://www.forbes.com/sites/chrismyers/2018/02/23/how-to-find-your-ikigai-and-transform-your-outlook-on-life-and-business/#31bdc2f72ed4)  | Career planning/management concept that looks at what motivates people to work, based on ***What they are good at***, ***What they enjoy***, ***What they can be paid for*** and ***What the world needs*** (skills demand). | **N/A**  (see summary) | N/A - Could be an easy visual to communicate with students when looking at motivations.  | Useful for introducing the concept of career planning and motivations for work and life, perhaps as part of a lecture. |
| [**Career Anchors**](https://www.nelacademy.nhs.uk/coaching-resources-coaching-diagnostics-and-psychometrics) | Based on the Edgar Schein 'Career Anchors' theory, this downloadable PDF presents users with 40 work-related statements that they have to evaluate on a six-point scale e.g. "I dream of being so good at what I do that my expert advice will be sought continually". Users then score their responses using the accompanying key and see which of the 8 career motivating factors (such as Lifestyle, Pure Challenge or Autonomy and Independence) they most closely align to. | **15-20 minutes** (including scoring) | Results marked down by the user on the printed document, so no technology involved - not being able to save these results digitally is an obvious drawback. | Questions are quite high-level and may only be answerable if students have already undertaken some form of work experience in the past - could be extremely useful for students coming off internships or sandwich placements in terms of helping them to plan what they might want their life to look like after leaving university. |