Career Planning and Exploration

Helping you guide your students toward rewarding futures

Assessments for Today’s Career Planners

You make decisions every day that you hope will lead to positive outcomes for your students. The right assessment tools, combined with your experience, can make a difference in helping you develop insights that will guide them toward choosing successful vocations and careers.

In this catalog you will find dynamic career exploration tools to help your students focus early in their high school coursework on subjects that reflect their personal interests. This in turn may increase their motivation to complete their secondary education, apply their talents to professions not previously considered, and develop new employment-seeking strategies.

What’s more, we’ve all heard that maintaining America’s competitiveness in the global marketplace requires a greater number of individuals who are highly trained in science, technology, engineering, and math. This process begins with career exploration tools to help determine which of today’s students will rise to that challenge.

With so much at stake, we are pleased to offer you a wealth of effective career exploration tools, including:

• CDM®-R: The Harrington-O’Shea Career Decision-Making® System—Revised
  Helps students pinpoint career options based on their interests, values, and abilities—and link them to appropriate college major and post-secondary job opportunities. See pp. 8–9.

• CDM® Internet
  Allows students to move effortlessly between the CDM-R inventory and more than 800 O*NET™ occupational briefs using this new online delivery system. See pp. 10–11.

• IDEAS: Interest Determination, Exploration and Assessment System®
  Lets students develop an awareness of possible career choices, explore higher education alternatives, and plan high school course work. See pp. 6–7.

Just as your students count on you, you can continue to count on us to offer assessments that reflect the most current industry knowledge to help young people find successful, rewarding futures.
## How to Use These Assessments

### ASSESSMENTS

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### APPLICATIONS

- Career Counseling
- Career Interests
- Transition Services
- Middle Jr. High
- High School

### Ordering Information

We want to hear from you. Whether you’re calling to place an order, learn about a product, or ask for information or updates, we’re here to help.

**Order by Phone:** 800.627.7271

**Order by Fax:** 800.232.1223

**Order Online:** PsychCorp.com

For Terms & Conditions and Infringement Notice, please visit PsychCorp.com.
Preparing students for careers in STEM (Science, Technology, Engineering, and Mathematics) fields begins with a solid foundation in the secondary school courses they will need to complete before pursuing these areas of academic interest in college and beyond.

Pearson offers career assessments and development tools to help inform students, parents, teachers, career counselors, and employers about the skills and interests that are needed to perform effectively in STEM fields. Students who plan early and strategically—and who have access to high-level and rigorous coursework—are more likely to be prepared for and succeed in STEM careers.

The following career exploration tools help gauge student interest in various fields and subsequently, help guide them toward the courses they should take to support those interests.

**CDM®-R: The Harrington-O’Shea Career Decision-Making® System–Revised**

Use CDM-R to help students pinpoint career options based on their interests, values, and abilities—and link to appropriate college major and post-secondary job opportunities. See pp. 8–9.

**CDM® Internet**

This new online delivery system of the CDM®-R helps middle school and high school students explore interests and possible career paths. Students can move effortlessly between the CDM-R inventory and more than 800 O*NET™ occupational briefs.

See pp. 10–11.

**IDEAS: Interest Determination, Exploration and Assessment System®**

IDEAS™ helps students develop an awareness of possible career choices, explore higher education alternatives, and plan high school course work. See pp. 6–7.

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**Why Pursuing Careers in STEM Fields Matters**

Maintaining America’s competitiveness in the global marketplace will require a greater number of individuals who are highly trained in science, technology, engineering, and math. The U.S. Department of Education estimates that 60 percent of the new jobs that become available this century will require skills possessed by only 20 percent of the current workforce.

The STEM initiative is positioned to help us meet the challenge of preparing students for careers in these demanding and in-demand fields. Beginning the process with career exploration tools is key to determining which of today’s students will rise to that challenge.
Online Career Exploration System Provides Convenience and Flexibility

The CDM® Internet is the online version of the award-winning CDM®-R: The Harrington-O’Shea Career Decision-Making® System-Revised. Use this new online delivery system to help middle school and high school students explore interests and possible career paths.

With the convenience and flexibility of Internet access, students can complete the CDM Internet at school or at home.

The easy-to-navigate CDM Internet site allows students to complete a self-assessment of their abilities, work values, school subject preferences, and interests. Students can link directly to relevant job descriptions, training requirements, job outlooks, and national wages.

The printer-friendly CDM Internet Interpretive Report provides each student with individualized results.

For more information, see pp. 10–11.

Arthur J. O’Shea, PhD & Rich Feller, PhD

NEW!
Printable Interpretive Report

Try it for free!
Call 800.627.7271, mention code XTZ and receive a free trial!
Practical guidelines for career planners of all ages.

Designed to be used in conjunction with career exploration and guidance units, the IDEAS inventory helps students and adults develop an awareness of possible career choices. The IDEAS test offers 16 Basic Scales based upon the widely accepted RIASEC themes.

Users & Applications
The IDEAS inventory is ideal for the classroom. Materials are self-contained for administration, scoring, and interpretation by students, usually within a single class period. Teachers and counselors can use the IDEAS inventory with junior high, middle school, and high school students in conjunction with career programs and guidance units to help students:

- Familiarize themselves with careers and the world of work
- Explore career paths that match their interests and aptitudes
- Explore higher education alternatives
- Plan their high school coursework
- Develop an awareness of personal likes and dislikes that can have a bearing on career development and direction

The Adult Version of the IDEAS inventory can be used with adults re-entering the job market to help:

- Identify interests for individuals with limited work experience
- Plan for a meaningful vocation upon retirement

Features & Benefits
- Students use the IDEAS workbook to develop their own profiles and action plans.
- The workbook provides specific occupational information and references to the O*NET™ codes and the Occupational Outlook Handbook.
- Individual results usually can be understood with minimal interpretation by a teacher or counselor.
- Item topics include school subjects, occupational titles, and activities at a 6th-grade reading level to help ensure that the inventory is relevant to students.

Q Local™
Accurate scoring and reporting—the quick and easy way!

- Convenient on-screen administration option
- Instant, secure access to your data
- Range of report options including score, progress, and in-depth interpretive reports

See PsychCorp.com for all the details!
Norms
Norms for the IDEAS™ inventory are based on students in schools across the United States, representing a variety of ethnic backgrounds. The male and female general-reference samples used for the Career Assessment Inventory™ Scale Construction were used to represent adult data.

Scoring & Reporting
Individuals score their responses and record results on a profile grid. Combined gender norms are provided to compare participants’ scores with those of other individuals their age. The IDEAS inventory manual provides additional information about how to interpret an individual’s score based on the six RIASEC themes.

Scales
The IDEAS test includes 16 Basic Scales that are organized according to the widely accepted RIASEC themes:

- Realistic
- Investigative
- Artistic
- Social
- Enterprising
- Conventional

MATERIALS & PRICING

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Hand-Scoring Administration

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Additional Materials

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Spanish Materials

Please visit PsychCorp.com for more information and pricing.

Call 800.627.7271 for quotes on larger quantities. For system requirements, please visit PsychCorp.com

Young Person’s Occupational Outlook Handbook Activities

U.S. Department of Labor
(16 pages, softcover, ©2003)

This Activities workbook is an inexpensive, interactive, and convenient way to add career awareness to your elementary or junior-high school curriculum—ideal for grades 5–9. Students learn how to set goals, read a help-wanted ad, and research careers using a reference book and the Internet. The activities are designed to be used with the Young Person’s Occupational Outlook Handbook.

29455CGH  $35.00/pkg. of 25

For more information on books, please see PsychCorp.com
Updated with the most current education and workforce information.

The award-winning CDM-R system pinpoints career clusters to yield results that can be linked to college majors and post-secondary job opportunities. CDM-R has been used successfully by millions of people—including high-school students, individuals preparing to enter the job market, and those who are returning to the workplace or considering a change in career direction.

Content & Administration

With the CDM-R Survey Booklet, students self-assess their abilities, work values, school subject preferences, and interests. The CDM-R reports six interest area scores, each corresponding to one of the six RIASEC themes.

<table>
<thead>
<tr>
<th>CDM-R</th>
<th>RIASEC</th>
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<td>Social</td>
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<tr>
<td>Business</td>
<td>E - Enterprising</td>
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<tr>
<td>Office Operations</td>
<td>C - Conventional</td>
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The CDM-R uses a student's highest scores in the six interest areas to suggest three or four relevant career clusters for exploration. Once career clusters are identified, the CDM-R provides a decision-making process for exploring specific occupations and learning about the education and training requirements.

Two administration levels:

- Level 1 is ideal for middle and junior high school students, and individuals with limited reading ability. Administrators have found that this level is helpful with special education students. It features:
  - 96 Interest Survey items that are easy to read (4th-grade reading level) and can be scored in less than 30 minutes
  - Easy hand scoring, with all item responses on one page
  - Single booklet that includes interpretive information with updated job charts for the six CDM-R career interest areas, which are organized into 18 career clusters
• Level 2 is designed for high school students, college students, and adults with average or better reading ability. It features:
  • Extensive inventory of 120 updated and gender-neutral items that yields results in 20–40 minutes
  • Listing of relevant college majors and training programs
  • Attractive and easy-to-use Interpretive Folder

Features & Benefits
CDM®-R Booklet
• Enables students to self-assess abilities, interests and work values—all with one system
• Revised edition projects job prospects through 2014
• Includes emerging jobs and STEM jobs (Science, Technology, Engineering, and Math)

Career Exploration Classroom Set
• Contains all the materials needed to assist students in their future job searches, including booklets, teacher’s guide, and video series

CDMCareerZone Website
Available to users anytime, CDMCareerZone provides a dedicated website that covers almost 100% of the occupations for which the U.S. Department of Labor gathers information. This convenient tool offers:
• Brief online videos of workers on the job
• National wages and job outlooks
• Current job openings by state

Norms
The normative sample was controlled for age, gender, race/ethnicity, and geographic region. Special education students also were included in the sample.
An engaging and convenient online career exploration system with personalized results.

CDM Internet gives students, adults, schools and other organizations added flexibility and power in using the assessment. Users can complete the CDM Internet in school, at home—any place with Internet access. In addition, they can move effortlessly between the CDM-R inventory and more than 800 O*NET™ based occupational briefs, many with videos.

Users & Applications
CDM Internet can help:

- Middle and high-school students explore interests and possible career paths
- College students clarify their career direction and make informed decisions in selecting coursework and declaring majors
- Adults who are re-entering the world of work or interested in changing jobs learn about career options

Features & Benefits
CDM Internet enables career planners of all ages to:

- Work at home with career advisers or parents
- Revisit the CDM Internet system as often as they like
- Print out multiple copies of the Interpretive Report
- Link directly to relevant job descriptions, training requirements, job outlooks, and national wages as well as a college search website and current job openings by state
- Identify “In Demand” and STEM (Science, Technology, Engineering and Math) jobs

- Many of the CDM Internet occupational briefs provide informative videos of people on the job. These interesting clips provide students with an idea of what working conditions are like for specific occupations without having to leave their computer.

“Pearson’s CDM Internet is an easy-to-use, intuitive tool that helps our clients identify their unique skills, talents, and interests. It has proven to be an invaluable component of our Career Inventory Assessment Service."

Mikael L. Davis, Chief Academic Officer, TeachersBox LLC
CDM® Internet helps schools and other organizations to:

• Demonstrate accountability to parents and the community for preparing a knowledgeable, productive workforce—by supplying students with a comprehensive, easy-to-use career planning system that presents the most current information

• Easily arrange for students who have missed group career administrations to take the CDM Internet online at individual make-up sessions

• Support students in taking personal responsibility for their career planning by working more independently with the CDM Internet system

• Free up teachers’ and counselors’ time to assist their students

NEW! Printable Interpretive Report

• Includes a printable Profile Summary and Interpretive Report.

• The report is scored online and users and administrators can print as many copies of the report as needed or save a PDF version to their desktops.

• Administrators can track students’ results online and have all results at their fingertips.

• The report includes results on user’s identified career choices, favorite school subjects, work values, abilities, future plans, and their Interest Area Scores.


Edited by Edwin A. Whitfield, Rich Feller, & Chris Wood
(580 pages, softcover, © 2009)

A total of 71 instruments in 55 reviews include publisher-provided information followed by a brief critical review of the instrument’s strengths and limitations. The instruments are divided into five categories to facilitate location and selection of appropriate instruments by counselors, career development professionals, assessment specialists, and career educators.

29493CGH  $70.00

MATERIALS & PRICING

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<thead>
<tr>
<th>Code</th>
<th>Description</th>
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| 12600VCGH  | CDM Internet Vouchers| 1–9 $9.95 ea.  
 10–99 4.95 ea.  
 100–449 2.45 ea.  
 500+ 1.95 ea. |
| 12574CGH   | CDM Manual           | 35.00                    |

Copyright ©2009 Career Planning Associates, Inc. Some of the theoretical works upon which the Career Decision-Making System is based are those of Dr. John L Holland and are used with the permission of Psychological Assessment Resources, Inc. Available exclusively under license from CPA, Inc. to NCS Pearson, Inc.
Covers a broad range of current career paths.

The Career Assessment Inventory—Vocational Version compares an individual's vocational interests to those of individuals in 91 specific careers that reflect positions in today's workforce—including skilled trades and technical and service professions—requiring two years or less of post-secondary training.

Users & Applications

School counselors, job training specialists, personnel professionals who provide career guidance, and adult career development professionals use this instrument to help:

- Explore new career options with clients in vocational rehabilitation settings or one-stop career centers
- Advise individuals who are reentering the workforce, in workforce development, considering a career change, or who have been displaced
- Clarify vocational opportunities for individuals in Tech Prep and School to Work programs

Features & Benefits

- Provides scales for 91 occupations, enabling the counselor to explore a variety of career possibilities with the student.
- Takes only 30 minutes on average to complete.
- Graphic and narrative test reports can be shared with the student, and the narrative report provides a three-page counselor's summary of results.
- The inventory uses occupational themes based on the widely accepted RIASEC model.

Norms

The reference sample for the General Theme Scales and Basic Interest Area Scales consisted of 1,500 employed adults (750 male, 750 female). Norms for the Occupational Scales were developed by scoring occupational subgroup samples independently.

Scoring & Reporting

Interpretive Report

The interpretive report presents several pages of narrative statements that explain the significant score elevations on each scale. It also provides additional reference information relevant to the highest scores, such as codes for the page references to the O*NET™ codes.

Profile Report

Provides a graphic depiction of the individual's score on each scale. Information for the student on how to interpret the results is also available.
Scales
The Administrative Indices reports response percentages for General Theme Scales, Basic Interest Area Scales, and Occupational Scales, and presents scores for Nonoccupational Scales.

General Theme Scales
These scales are based on the RIASEC model: Realistic, Investigative, Artistic, Social, Enterprising and Conventional.

Basic Interest Area Scales
Each of the General Themes is divided into the following 25 scales:
- **Realistic**: Agriculture, Animal Service, Carpentry, Electronics, Manual/Skilled Trades, Mechanical/Fixing, Nature/Outdoors
- **Investigative**: Numbers, Science
- **Artistic**: Arts/Crafts, Performing/Entertaining, Writing
- **Social**: Child Care, Medical Service, Religious Activities, Social Service, Teaching
- **Enterprising**: Business, Sales
- **Conventional**: Clerical/Clerking, Food Service, Office Practices

Occupational Scales
These scales match an individual’s likes and dislikes to those of people who have been satisfactorily employed in an occupation for a number of years. Respondents receive scores on each of the 91 occupations grouped according to the General Themes. The Occupational Scales include skilled trades, and technical and service professions.

Nonoccupational Scales
Nonoccupational Scales include:
- Educational Orientation
- Fine Arts-Mechanical
- Occupational Extroversion/Introversion
- Variability of Interests

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<tr>
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<tr>
<td>Q Local™ Scoring &amp; Reporting Software</td>
<td>Q Local Software Annual license fee (required). See PsychCorp.com for more information. CD-ROM (Win)</td>
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Additional Materials
- 26355CGH Manual (required) 38.00
- Mail-in Scoring Services Please visit PsychCorp.com for more information and pricing
- Spanish and French Materials Please visit PsychCorp.com for more information and pricing
- Call 800.627.7271 for quotes on larger quantities.

For system requirements, please visit PsychCorp.com
Help students and adults identify career options that match their interests.

The Career Assessment Inventory–Enhanced Version is used by guidance counselors and career advisors to help students and adults develop career and study plans, and by psychologists and human resource professionals to advise individuals on career development.

Users & Applications
The Career Assessment Inventory–Enhanced Version can be used to help:

- Teach students to focus on the patterns of interest that are important in making educational and occupational choices
- Guide high school and college students in identifying career directions and major areas of study
- Advise individuals who are reentering the workforce, considering a career change, or who have been displaced

Features & Benefits
- Provides scales for 111 occupations that require varying amounts of post-secondary education.
- Takes only about 40 minutes to complete.
- Graphic and narrative test reports can be shared with the student and the narrative report provides a three-page counselor’s summary.
- The inventory closely matches the distribution of professional and nonprofessional jobs in the labor force, making it well-suited for assessing groups with a variety of career aspirations (e.g., complete high school populations).

Norms
Reference samples for General Theme Scales, Basic Interest Area Scales, and Occupational Scales consisted of 900 employed adults and students. Norms for Occupational Scales were developed by scoring occupational subgroup samples independently.
Scoring & Reporting

Interpretive Report
This report presents several pages of graphs and narrative statements that explain the significant score elevations on each scale. It also provides additional reference information relevant to the highest scores, such as codes for the page references to the O*NET™ codes.

Profile Report
This report provides a graphic depiction of the individual’s score on each scale. Information on how to interpret the results is also available.

Scales
The Administrative Indices reports response percentages for General Theme Scales, Basic Interest Area Scales, and Occupational Scales, and presents scores for Nonoccupational Scales.

General Theme Scales
These scales are based on the widely accepted RIASEC model.

Basic Interest Area Scales
Each of the General Occupational Themes is divided into the following 25 scales:

- **Realistic:** Animal Service, Athletics/Sports, Carpentry, Electronics, Manual/Skilled Trades, Mechanical/Fixing, Protective Service, Nature/Outdoors
- **Investigative:** Mathematics, Medical Science, Scientific Research/Development
- **Artistic:** Creative Arts, Performing/Entertaining, Writing
- **Social:** Community Service, Education, Medical Service, Religious Activities
- **Enterprising:** Law/Politics, Management/Supervision, Public Speaking, Sales
- **Conventional:** Clerical/Clerking, Food Service, Office Practices

Occupational Scales
These scales match an individual’s likes and dislikes to those of people who have been satisfactorily employed in an occupation for a number of years. Respondents receive scores on each of the 111 occupations grouped according to the General Themes.

Nonoccupational Scales
Nonoccupational Scales include:

- Educational Orientation
- Fine Arts-Mechanical
- Occupational Extroversion/Introversion
- Variability of Interests

Scores for these scales as well are reported in the Administrative Indices, which also include response percentages for the General Theme Scales, Basic Interest Area Scales, and Occupational Scales.

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**Additional Materials**

| 26410CGH Manual (required) |
| 26395CGH Interpetive Voucher 1–4 14.95 ea. 5–49 10.75 ea. 50–99 10.25 ea. |
| 26394CGH Profile Voucher 1–4 10.95 ea. 5–49 6.75 ea. 50–99 6.25 ea. |

**Internet Scoring Services**

**Mail-in Scoring Services**

Please visit PsychCorp.com for more information and pricing.

**Spanish Materials**

Please visit PsychCorp.com for more information and pricing.

Call 800.627.7271 for quotes on larger quantities. For system requirements, please visit PsychCorp.com
Parallel skill scales add greater insight.

The CISS inventory includes interest scales that help assess an individual's interest in occupational areas and provide a comparison to people who are happily and successfully employed in those fields. The CISS instrument goes beyond traditional inventories by adding parallel skill scales that present an estimate of the individual's confidence in his or her ability to perform various occupational activities. Together, the two types of scales provide more comprehensive and richer data than interest scores alone.

Users & Applications

Counselors, school psychologists, career advisors, and human resource professionals in business and educational settings can use the CISS survey to help:

- Explore new avenues in career development for clients and students
- Pinpoint areas of academic study that can build skills and increase career options for clients
- Support personal counseling by identifying occupations or vocations that may meet the individual's needs
- Advise displaced and transitioning employees in outplacement programs

How to Use the Career Planner

The CISS Career Planner leads individuals through a thoughtful analysis of their CISS results and helps them translate those results into specific actions. This tool helps individuals analyze work and education as they relate to their values and priorities.

Internet Version

For the online demo, please visit: Profiler.com/Career/Admin

The Internet version of the CISS survey—which includes an innovative test management system, access to online scoring capabilities for counselors, and an expanded CISS Career Planner—adds new dimension to this dynamic, popular instrument.

Features & Benefits

- The use of both traditional interest scales and parallel skill scales helps individuals gain a more thorough understanding of suitable career options.
- Combined gender scales allow for the broadest interpretation of survey results.
Norms
The CISS instrument was standardized using a reference sample of 5,225 employed men and women representing a wide array of occupations and ethnic backgrounds.

Scoring & Reporting
Individual Profile Report
The profile report includes numerical and graphical representations of results; narrative comments; recommendations for vocations that the respondent should pursue, avoid, explore, or develop; and a two-page summary for use by the career counselor.

Scales
Orientation Scales
The seven Orientation Scales are based on Dr. Campbell’s model for occupational orientations. These orientations generally correspond to the widely accepted RIASEC themes.

Basic Scales
The 29 Basic Scales, which represent parallel interest and skill scores, divide the Orientation Scales into the following categories: Influencing, Organizing, Helping, Creating, Analyzing, Producing, and Adventuring.

Occupational Scales
These 60 scales focus on a variety of careers that require post-secondary education.

This collection of career planning materials (CISS® Profile Report and CISS Career Planner) provides crucial information to help you manage your career.

U.S. News and World Report
**Powerful. Practical. Proven.**

Administered by a broad range of professionals, the MIPS Revised test provides a comprehensive, up-to-date evaluation that surpasses the scope of many other normal personality assessments by helping you measure Motivating, Thinking, and Behaving Styles.

**Users & Applications**
Career counselors, human resource specialists, development leaders, and other professionals use this test in a variety of settings, including:

- Employee selection, as a pre-offer screening tool
- Employee assistance programs
- Leadership and employee development programs
- Career planning for high school and college students

**Content & Administration**
The MIPS Revised addresses three key dimensions of normal personality that could help to determine a suitable and fulfilling career area:

- **Motivating Styles**—To assess the individual’s emotional style in dealing with his/her environment
- **Thinking Styles**—To examine the individual’s mode of cognitive processing
- **Behaving Styles**—To evaluate the individual’s way of interrelating with others

**Features & Benefits**
- Can be completed in less than 30 minutes
- Provides a theoretically grounded instrument

**Norms**
The test provides separate norms for adults and college students, and for both separate and combined genders. The adult sample consisted of 1,000 individuals (500 females, 500 males) between the ages of 18 and 65. The college sample consisted of 1,600 students (800 males, 800 females), selected from 14 colleges and universities to be representative of a college student population in terms of ethnicity, age, year in school, major area of study, region of the country, and type of institution.

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**MATERIALS & PRICING**

| Q Local™ Scoring & Reporting Software | $98.00 |
| Q Local Software | Annual license fee (required). See PsychCorp.com for more information. CD-ROM (Win) |
| 46307CGH | Starter Kit with Interpretive Reports (Includes manual, answer sheets (3), test booklet (1), and Q Local administrations (3). Does not include Q Local software.) |
| 46304CGH | Answer Sheets (25) |
| 51547CGH | Interpretive Reports (Price per administration) |
| 51548CGH | Profile Reports (Price per administration) |
| 46300CGH | Manual (required) |
| 46301CGH | Test Booklets (10) |
| Hand-Scoring Administration |Please visit PsychCorp.com for more information and pricing. |
| Mail-in Scoring Services |Please visit PsychCorp.com for more information and pricing. |

Call 800.627.7271 for quotes on larger quantities.
For system requirements, please visit PsychCorp.com.

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**OVERVIEW**
Assessment of normal personality styles.

**Administer to:** Individuals 18 years and older

**Qualification Level:** B

**Completion Time:** 25–30 minutes (180 true/false items)

**Reading Level:** 8th grade

**Administration:** Computer administration or paper-and-pencil

**Scoring Options:** Q Local™ software, hand scoring, or mail-in scoring

**Report Options:** Interpretive and Profile Reports

Visit PsychCorp.com for sample reports.

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**Ask us for a complimentary trial package!**
Finding Answers to Challenging Career Questions

What’s Next?

Kendra loves to draw and paint. She has always been artistic, and she would like to study fine arts in college. She wonders how that might translate into a career, however, and is at a crossroads in deciding whether to apply to an art school or a traditional four-year college.

In the 9th grade, Kendra completed the IDEAS: Interest Determination, Exploration and Assessment System® (pp. 6–7), scoring highest on the Artistic and the Enterprising Scales. Consequently, she enrolled in as many art classes as she could. Now that she’s ready to apply to college, she is looking for direction as to what course of study to pursue that would best prepare her for a successful career.

The CDM® Internet (pp. 10–11) will help guide Kendra toward an academic plan and career options based on her interests, values, and abilities. She may discover that she can apply her talents to professions she had not previously considered, such as architecture, fashion design, interior design, or advertising.

What Now?

Anthony has worked for the past nine years in the shipping department of a manufacturing company. The company was recently bought by a larger firm, and Anthony was laid off. Concerned about being able to find another job in a similar capacity, he is exploring the idea of enrolling in a vocational course where he could learn new skills. He finds satisfaction in solving problems and coordinating logistics, especially through use of the computer.

The Career Assessment Inventory™–Vocational Version (pp. 12–13) can help Anthony compare his vocational interests to specific careers, providing scores that match his likes and dislikes to those of individuals in 91 different occupations. Using the inventory results, Anthony can develop new employment-seeking strategies, which may involve enrolling in a community college or vocational school where he can take courses to help him prepare for a job in a new field.
Prices effective through December 31, 2010

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Our commitment is to help you help students:
- Explore topics of personal interest
- Stay motivated to learn
- Graduate
- Pursue post-secondary opportunities

IDEAS™
IDEAS: Interest Determination, Exploration and Assessment System®
See pp. 6–7

CDM®-R
The Harrington-O’Shea Career Decision-Making® System–Revised
See pp. 8–9

CDM® Internet
See pp. 10–11

Career Assessment Inventory™–Vocational Version and Enhanced Version
See pp. 12–15

CISS®
Campbell™ Interest and Skill Survey
See pp. 16–17

MIPS® Revised
Millon™ Index of Personality Styles Revised
See p. 18

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Our commitment is to help you help students:
- Explore topics of personal interest
- Stay motiva...
If you are submitting a purchase order, please attach it to this completed order form.

### 1. Customer Account Number

(see recent invoice or packing slip)

Order requested by ____________________________

Phone (          ) ____________________________

### 2. Ship to

Name ____________________________

Title ____________________________

Organization ____________________________

Street ____________________________

City ____________________________ State ______ Zip ______ + ______

Phone (          ) ____________________________

Fax (          ) ____________________________

E-mail ____________________________

### 3. Product Description

<table>
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<th>Product Number</th>
<th>Quantity</th>
<th>Unit Price</th>
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<tr>
<td>02004</td>
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First-time Q Local™ Desktop software order (Annual license fee) Available with USB port only.

First-time Q Local™ Network software order (Annual license fee) Available with USB port only.

### 4. Payment (Prepayment required)

- Purchase Order # ____________________________
- Check enclosed payable to NCS Pearson, Inc. Check # ______ Amount $ ______
- Charge to: ☐ Visa ☐ MasterCard ☐ American Express ☐ Discover

Card # ____________________________ Exp. Date ____________

Name of Cardholder ____________________________

Signature ____________________________

### 5. Shipping

- Standard Order Shipping $ ______
- Additional Shipping Charges Add appropriate shipping fee; see chart below $ ______

Total $ ______

### 6. Authorization, Prices and Terms

Prices effective from January 1, 2010 to December 31, 2010 and subject to change without notice. Terms are balance net 30 days, Risk of loss is FOB destination with shipping charges added to invoice per chart (at right). If prices on your order are incorrect, we reserve the right to exceed the amount up to 10% unless otherwise stated on your order. I authorize Pearson to ship this order and agree to the terms set forth at PsychCorp.com, including the terms of the Qualification policy, the Terms & Conditions, and the Return Policy on PsychCorp.com.

Signature ____________________________ Date ____________

### Tax Exempt?

- Please establish your qualification level (see reverse side)
- Include prepayment

Subtotal $ ______ Add your state and local tax $ ______

### Additional Shipping Conditions and Charges

- 2nd Day: Add $14.00 to standard shipping price.
- Overnight: Add $21.00 to standard shipping price.
- International: Add $25.00 to standard shipping price (overnight and expedited shipping is not available).
- Alaska, Hawaii, Puerto Rico, and Virgin Islands: Add $20.00 priority charge to standard shipping price. (Expedited shipping is not available)
QUALIFICATION POLICIES & FORM

First Order?
Please establish your qualification level for this and future purchases by completing this qualification form. For faster service, fax form to 800.232.1223, or send this form along with your order. You may also complete the form online at PsychCorp.com.

Pearson is committed to maintaining professional standards in testing as presented in the Standards for Educational and Psychological Testing published by the American Educational Research Association (AERA), American Psychological Association (APA), and the National Council on Measurement in Education (NCME). A central principle of professional test use is that individuals should use only those tests for which they have the appropriate training and expertise. Pearson supports this principle by stating qualifications for the use of particular tests, and selling tests to individuals who provide credentials that meet those qualifications. The policies that Pearson uses to comply with professional testing practices are described below.

The “User” is the individual who assumes responsibility for all aspects of appropriate test use, including administration, scoring, interpretation, and application of results. Some tests may be administered or scored by individuals with less training, as long as they are under the supervision of a qualified User.

Each test manual will provide additional detail on administration, scoring, and/or interpretation requirements and options for the particular test. We accept orders from individuals when a Qualification Form has been submitted and accepted. All tests are classified by a User qualification code. See the specific test descriptions in the catalog or on the web for these qualification levels.

QUALIFICATION LEVEL A:
There are no special qualifications to purchase these products.

QUALIFICATION LEVEL B:
Tests can be purchased by individuals with:
- Certification by or full active membership in a professional organization (ASHA, AOTA, APA, AERA, ACA, AMA, NASP, NAN, INS, CEC, AEA, AAA, EAA, NAEYC) that requires training and experience in a relevant area of assessment.
- A master’s degree in psychology, education, occupational therapy, speech-language pathology, social work, or in a field closely related to the intended use of the assessment, and formal training in the ethical administration, scoring, and interpretation of clinical assessments.

QUALIFICATION LEVEL C:
Tests with a C qualification require a high level of expertise in test interpretation, and can be purchased by individuals with:
- Licensure or certification to practice in your state in a field related to the purchase.
- A doctorate degree in psychology, education, or closely related field with formal training in the ethical administration, scoring, and interpretation of clinical assessments related to the intended use of the assessment.

QUALIFICATION LEVEL Q:
Tests can be purchased by individuals with one of the backgrounds below as determined by the particular purchase.
- Q1: A degree or license to practice in the healthcare or allied healthcare field
- Q2: Formal supervised mental health, speech/language, and/or educational training specific to working with parents and assessing children, or formal supervised training in infant and child development, and formal training in the ethical use, administration, and interpretation of standardized assessment tools and psychometrics.

Please Note: A qualification form is not needed for Level Q2 for approved or accredited schools, colleges/universities and government agencies that submit orders on, or whose orders are accompanied by, official purchase order, or with purchase order number indicated on official academic or institutional letterhead.

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<th>Qualification Level</th>
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<tr>
<td>A</td>
<td>No special qualifications required.</td>
</tr>
<tr>
<td>B</td>
<td>Certification by or full active membership in a professional organization, or a master’s degree in a related field.</td>
</tr>
<tr>
<td>C</td>
<td>Licensure or certification to practice in your state, or a doctorate degree in a related field.</td>
</tr>
<tr>
<td>Q1</td>
<td>A degree or license to practice in healthcare or allied healthcare field.</td>
</tr>
<tr>
<td>Q2</td>
<td>Formal supervised training in mental health, speech/language, or educational field.</td>
</tr>
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Questions about qualification levels? Call 800.627.7271

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<td>*Country</td>
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1. **Primary Work Setting:**

<table>
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<tr>
<th>Setting</th>
<th>Yes or No</th>
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<tr>
<td>Public School</td>
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<td>Post-Secondary 2-year</td>
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<td>Technical/Vocational College</td>
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<td>Headstart</td>
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<tr>
<td>Daycare/Preschool</td>
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<tr>
<td>Other: ________________</td>
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</table>

2. **Highest professional degree attained:**

| Degree                  | ____________________  |
| *Year                  | *Institution         |

3. **Course work completed in Tests and Measurement:**

| Yes | *Date | *Course |

4. **Valid license or certificate issued by a state regulatory body:**

| Certificate/License     | *State |
| *Certifying or Licensing Agency |       |
| *Number                 | *Expiration Date |

5. **Full and Active Membership in Professional Organization(s) Status:**

| NASP | AOTA | APA | AERA | ACA | AMA | ASHA | NAN | INS | CEC | AEA | AAA | EAA | NAEYC |

| Member No.               | ____________________  |
| Fellow                  | Associate | Student | Other |

I agree that:

- I am qualified to properly use any Pearson products I order, and I have provided Pearson with only accurate and true qualification information.
- Any Pearson test products purchased under my account will be used by me and/or under my supervision.
- Any Pearson test products purchased under my account will be used in accordance with all applicable legal and ethical guidelines.
- I have read and hereby apply Pearson’s Clinical Assessment group’s terms and conditions to all orders for my account and will abide by the Pearson Terms and Conditions and Qualification Policies (as may be modified or amended at PsychCorp.com)

*Signature ____________________  Date ____________________  |

*Required fields

We are committed to supporting the professional standards of our clients, the integrity of our respected assessments, and the ethical obligations outlined by the American Psychological Association.