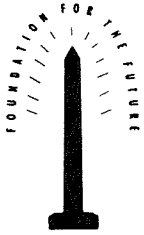


CONFIDENTIAL

Age _____ Name _____

Address _____

_____ Date _____

S. F. A. - Young Adult

THE BEST THAT'S IN YOU**—Lifetime Career Progress—**

You have done some things well that you really enjoyed. From time to time, these kinds of things have changed. After you reached twelve, they very likely happened more often than during your childhood years. But each year and each experience has brought some kind of opportunity—which worked out well or otherwise. Some of these experiences could have been games and sports, studies and scholastic progress, work and other kinds of earning duties, social activities, or different personal or group projects or hobbies.

START BY READING THE ABOVE PARAGRAPH! You are going to be asked about things you did well, that you also enjoyed doing and are proud of. That is the kind of experience you should think of each time you see the word “achievement”. But you need to realize that the way YOU feel about them is what counts, not what others may think of your experiences.

What is the first achievement that comes to your mind? Write a very short description of it here:

INSTRUCTIONS

Read the above two paragraphs. Answer the items in order. Finish each page before you turn to the next one. Each answer needs a little remembering and thinking. There are no wrong answers. There is no time limit for completing the form; the two parts should be completed at different times, perhaps a day apart. If you like, you can discuss the questions with friends or parents, but make up your own mind about what you write down. If you need more space to answer an item, use page 4, or a clean sheet of paper; but be sure to number the item you are continuing . . .

THIS IS NOT A TEST!

2 The Best That's In You

1. Write down a couple of things you feel you do well, that you also enjoy doing and are proud of. (The way YOU feel about them is what counts—regardless of what others may think about them.)
 - a.
 - b.
2. During the past year, what was your greatest achievement? (Describe briefly)
3. What activities give you most pleasure when you are *not* doing things required of you? Give two or more examples.
 - a.
 - b.
 - c.
4. Between ages 13 and 17 (whether you were in high school or not) what was your greatest achievement? Describe briefly; give your approximate age.
5. What was your greatest achievement before you were 13? (describe; give approx. age.)
6. Describe two more early childhood achievements, giving your ages. These also may be school or non-school experiences.
 - a.
 - b.
7. What is the earliest achievement you can remember? This should be something done before age 10, or even age 5. Give your approximate age at the time.
8. What is your main hobby, or hobby preference? How many years has it been a hobby?
9. What do you feel are two of your greatest abilities or natural talents?
 - 9-a Describe briefly two experiences you feel have successfully used these talents.
 - No. One:
 - No. Two:

ACHIEVEMENT: Each time you see the word “achievement”, think of this kind of experience: something you feel you have done well, enjoyed doing, and are proud of.

10. Have you worked for money, “gift,” or other reward? Yes _____ No _____
If you have checked “Yes”, describe two or three parts of the work you enjoyed most.
11. During the last two years, which three subjects did you study and enjoy most?
a. _____ b. _____ c. _____
- 11-A. Last year, in which 3 subjects did you get highest grades? Give subject, grade.
- 11-B. At which two subjects do you think you are best, even if you are not taking them or doing well at them?
12. Only you really know when you have had an achievement—because only you really know how you feel about your experiences. Some of your achievements are very little, some are bigger, and perhaps some are really big successes. In the spaces that follow, jot down brief reminder notes about at least ten of your greatest achievements (use page 4 if necessary). If you have already written down some, repeat them here. **THIS WILL HELP YOU TO REMEMBER:** Think of 2 or more achievements for each 3 years of your life.
- A.
- B.
- C.
- D. _____
- E.
- F.
- G. _____
- H.
- I.
- J. _____
- K.
- L.

- 13. Look over ALL the achievements you have written down and place a check mark next to the seven you feel are really your very greatest ones. If you now remember others that belong in your seven greatest ones, check here _____ and write them in the space below.
- 14. Which of the seven is greatest of them all? Identify it in Box One, below. Then identify the second greatest of your achievements in Box Two. Then in Box Three, identify the third greatest of those you checked—and so on for each of the seven. When two of those you checked seem to you to rate about even, link the two boxes with a circle.

| | | | | | | |
|----------------|----------------|------------------|-----------------|-----------------|----------------|------------------|
| Box One | Box Two | Box Three | Box Four | Box Five | Box Six | Box Seven |
|----------------|----------------|------------------|-----------------|-----------------|----------------|------------------|

CONTINUATION

(please be sure to identify the question you are continuing to answer)

THE BEST THAT'S IN YOU

PART TWO

Name _____

Lifetime Career Progress

In this part, you study your greatest achievements for two main reasons: a) to find your best capabilities; b) to relate the best that's in you to career planning

14a. Look at Part One, and your Seven Greatest Achievements in the order shown by the letters in the boxes. Now repeat what you have written about your seven greatest achievements in the spaces below:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

15. Describe each of your seven greatest achievements so that you show clearly what you actually did, and what made each one important to you. Start with Box One, the greatest of all your achievements.

Box ONE— Your Greatest Achievement: describe clearly what you actually did, and the events or results which made it so important to you.

Box Two—Your Second-Greatest Achievement:

6 The Best That's In You

BOX THREE—Your Third-Greatest Achievement:

BOX FOUR—Your Fourth-Greatest Achievement:

BOX FIVE—Your Fifth-Greatest Achievement:

BOX SIX—Your Sixth-Greatest Achievement:

BOX SEVEN—Your Seventh-Greatest Achievement:

Use extra paper if necessary

16. Now start to put together the facts learned from studying the achievements you have described.

A. Check ONE of the following four items: Do the facts in your achievements show that you are likely to have more achievements when you work:

with people _____ with things _____ both equally _____ not sure _____

B. Check ONE of these four: Do the facts show you are likely to have great achievements when you work mainly:

with hands _____ with brains _____ both equally _____ not sure _____

C. Read all sixteen items that follow. Each one is related to a different main area of work. Some of these are vital to the kind of work which will bring you lifetime career progress, according to the facts you have developed. Place a checkmark against the 3 to 5 items you feel are most vital to work that will bring you lifetime career progress—more and greater achievements.

- | | |
|-----------------------------------------|----------------------------------------------|
| 1__ Design, color, shape things | 9__ Ideas, beauty, intuition |
| 2__ Calculate, count, keep records | 10__ Outdoor or travel activities |
| 3__ Observe, operate, inspect | 11__ Manage or direct others |
| 4__ Write, read, talk, speak, teach | 12__ Independent work, own or collect things |
| 5__ Handskills: fix, build, assemble | 13__ Perform: music, acting, demonstrations |
| 6__ Analyze, systematize, research | 14__ Foods, cooking, home-making |
| 7__ Invent, develop, create, imagine | 15__ Persuade, sell, influence others |
| 8__ Help people, be of service, be kind | 16__ Sciences, engineering |

17. What kind (or kinds) of jobs do the checked items suggest you might do best? (If you don't know, say so! But try, first.)

A.

B.

C.

18. Before you started this questionnaire, were you decided on a career? Yes _____ No _____

(NOTE: You are smart enough to change your mind if the facts make it wise.)

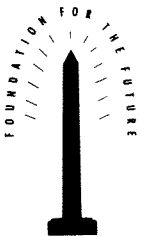
If you checked "No", list four things you feel naturally good at that you would like to have as parts of your lifetime career.

If you checked "Yes", describe the career and give the reason (if you can) for choosing it.

19. Have you trained or taught yourself anything—by study, practice, hobby, correspondence, experience, or otherwise? Give as many examples as you can.

20. What is (A) your highest level of formal schooling; (B) your diplomas, if any?
 A. _____ B. _____
21. Can you think of anything, or any difficulties, that might be in the way, or get in the way, of your obtaining the work and progress you really want? Give details:
22. Describe three or more of your capabilities or experiences that will help you prove you can progress in the kind of career you really want.
23. What studies or activities would improve your chances for progress? List or describe them.
24. What do you think you should do to keep up to date, or advance, in your career plan?
 Check one or more, or add your own ideas.
 practice _____ study _____ more education _____ read _____ let nature take its course _____
25. As you know, you usually get better at doing whatever you study. Which of these three is likely to add most to your progress?
 study your achievements _____ study your mistakes _____ study achievements and mistakes _____

REFERENCES: Achievement Self-Analysis is a self-theory procedure related to Super's Career Pattern, Roe's biographical data studies, McClelland's Achievement Motivation, and Skinner's Programed Learning. In brief, it is axiomatic that a study of achievements can reveal common - skill factors that could be used again to establish more achievements. The increased self-appreciation that follows such a study is likely to infuse the student with the desire for greater achievements.



Since 1945, more than 70,000 youth and adults have experienced Achievement Self-Analysis (sometimes called Success Factor Analysis). The basic procedures have been recommended at the Harvard Graduate School of Business Administration, and in 74 more colleges by the Society for Advancement of Management. Students participating in A. S. A. Career Planning Courses at Fairleigh Dickinson U. made these kinds of reports: "Sooner or later you have to make career decisions for yourself; this course helps you to do this." "It really made me aware of what I want out of life. Without it I would be stumbling along without any goal in sight." "I found out that I had the capability to do better work; my marks have since improved in every subject."

President John F. Kennedy said: ". . . . Such efforts in the past have benefited thousands of young people in our society."

S. F. A. - Young Adult

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