



Discussing Assessment Results

Discuss the assessment results with the service member.

Take time to ensure the service member understands what each letter in the Holland Theory of Career Choice represents. Note any key points that require emphasizing with them and integrate feedback with any previous information provided, such as when the service member may have reported why they are seeking career services.

Involve service members in the communication of results.

1. Review results in the context of questions or issues raised by the service member. One example of this may include a service member sharing they do not like their current role. From there, look into what their Holland score is - are the key traits aligned or misaligned to their responsibilities?
2. Be cautious about simply asking for their reaction to the results (this can tend to place the assessment in an authoritative role). Position the assessment results as producing a starting point for the service member to check against and formulate a plan. The plan can then be reviewed and occasionally modified as they grow and change.
3. **SAMPLE QUESTIONS TO ASK:**
 - What kinds of activities described like this have you done in the past year?
 - How does this fit with things your friends/family say about you?
 - Do any of the occupations described jump out at you?

Use straightforward language.

Do not use professional jargon, acronyms, etc. Use explanations similar to the following categories:

- **Simple** - “Your interests are most similar to those of an accountant.”
- **Extrapolative** - “You might find careers such as an auditor or book-keeper attractive.”
- **Synthesizing** - “Your interests are like those of individuals in the accounting profession, but in which social skills are also valued. You might be interested in seeing what those in financial education and counseling do, or perhaps what those in the case management field do.”



Ask service members to summarize their results in their own words.

1. This can help the service member incorporate their assessment results into the development of their own self-concept. Listen for how their self-statement make the assessment results sound, ensuring that it is reinforcing the assessments as a starting point and not as an authoritative direction.
2. If a service member states that “the assessment says I should be an accountant,” you may encourage them to understand that they have similar interests to that of an accountant (or in the case of the skills confidence assessment, that they have confidence in abilities that many accountants do).
3. Another way you could check for understanding is to role-play as a parent or friend of the service member, and have them tell you the results of their assessment as if they were explaining it to a family member or friend.
4. An additional strategy can include switching roles with the service member, as if you are the assessment taker and they are explaining the results to you. In both cases you should listen for any misunderstandings in the interpretation and correct them as necessary.

Stimulate continuing development.

1. Assist service members with actionable strategies to further explore the options suggested in their assessment results.
2. Ask the service member what they plan on doing next, and perhaps even suggest some possibilities (internet research, informational interviewing, etc.).
3. Suggest activities such as listing some of the occupations suggested by their assessment results, along with writing out pros and cons for pursuing each occupation.