

College -to- Career

C²C
College
to
Career

Transition Inventory™

Administrator's Guide

John J. Liptak, Ed.D.

Introduction

This brief guide was written to provide additional information for professionals using the *College-to-Career Transition Inventory (CCTI)*. The *CCTI* helps individuals recognize potential barriers they may face upon graduation and entry into the world of work. Namely, it helps students pinpoint the false beliefs and potential gaps in knowledge and skills that might prevent them from finding a job, further advancing their education, and succeeding in their career. This knowledge can then be used to make more informed career choices and better prepare for the transition itself. The *CCTI* is designed to be self-scored and self-interpreted without the use of any other materials, thus providing immediate results for the respondent and/or counselor.

Background

A thorough review of the literature was conducted to support the development of the *College-to-Career Transition Inventory*. This review included a review of the literature related to the challenges involved in transitioning from college to a career, a review of the developmental transition models, and a description of the field of transition management. Following is a brief summary of the research that forms the basis for the *CCTI*.

This booklet is designed to accompany the *College-to-Career Transition Inventory* (ISBN 978-1-59357-708-7). © 2010 by John Liptak. Published by JIST Works, an imprint of JIST Publishing, 7321 Shadeland Station, Suite 200, Indianapolis, IN 46256-3923. Phone: 800-648-JIST. Fax: 877-454-7839. E-mail: info@jist.com. Web site: www.jist.com. All rights reserved. Duplication of this document is permitted for internal distribution to staff using the *College-to-Career Transition Inventory*. No other use is permitted without written permission from the publisher. For additional career resources, please visit www.jist.com. For a JIST catalog, call 800-648-JIST or visit www.jist.com.

The College-to-Work Transition

Graduating from college and moving into the workforce is one of the most challenging transitions people can encounter. For college graduates, this transition means learning a new set of skills and adapting to a new set of roles. Levinson (1978) was one of the first theorists to study the transition for people leaving college and entering the workforce. He suggested that the transition from college to career represents the shift of an individual's life from childhood to novice adult and involves creating an adult life structure. This period, according to Levinson, is characterized by making initial choices about occupations, love relationships, lifestyle, values, and dreams.

Hansen and Hansen (2009) suggested that the transition from college to a first professional job can be chaotic and stressful. College seniors are very busy trying to complete their college coursework while also dealing with the demands of a job search, interviewing, managing their time, and managing their money. The result is that they often overlook or fail to prepare for important aspects of the transition.

The majority of students seek traditional employment after graduation. According to the National Center for Educational Statistics (2006), about 46 percent of full-time students and 81 percent of part-time college students were employed after college. However, college students are often unprepared to make the transition from college to career because they are forced to change their mindset from one geared toward freedom and autonomy to one of structure and teamwork (see Figure 1). Smith and Gast (1998) said that

There is a great myth that all seniors are ready for graduation and their impending transition into careers or graduate education. A student's state of readiness for a successful transition is not realized simply by timing of graduation. In fact, many seniors are unclear about their goals, confused by the graduate school and job search process, and worried about their future (p. 191).

Figure 1: College vs. World of Work Mindsets	
College	World of Work
<ul style="list-style-type: none"> • You are the primary owner of your time • Financial rewards depend on your efforts • Work and leisure often are fused together • Work is directed by you • Flexible schedule • Professors • Frequent breaks and time off • Personal control over time, classes, and interests • Primarily individual effort • Intellectual challenge • Focus on personal growth and development 	<ul style="list-style-type: none"> • Time is at the mercy of an employer • Financial rewards are fixed and determined by the employer • Leisure comes when work is done • Work is directed by your supervisor • Structured schedule • Supervisors • Limited time off • Primarily responding to others directions and interests • Often team effort • Organizational challenge • Focus on getting results for the organization

Developmental Transition Models

A great number of developmental models have been created in an attempt to better understand the specific issues that affect the transition from college to the world of work. Savickas (1999) suggested that the school-to-work transition is guided by two distinct factors within each student—*attitudinal factors* and *cognitive factors*. In his model, attitudinal factors shape students' abilities to respond and adapt to making career decisions and achieving career success. On the other hand, cognitive dimensions are more related to solving workplace problems and making and implementing effective career decisions. Therefore, the transition from school to work requires helping students develop the on-the-job skills that will lead to a success-based attitude and preparing students to make effective decisions and use resources to solve problems in the workplace. Savickas felt that the successful transition and adaptation to the world of work requires that college seniors be aware of, possess, and be able to demonstrate these specific behaviors and competencies in the workplace.

Marcia (1994) built upon the work of Erikson (1968) and his theories of ego identity development. Erikson contended that the primary task of adolescence is to establish an ego identity, or an understanding of who we are within the context of who we have been, who we will be, and where we fit in the larger social order. Marcia goes on to say that college students are in the process of developing identity achievement, which is the result of two tasks critical in identity formation: crisis/exploration and commitment. In the crisis/exploration stage, college students begin to question established views of themselves and their future as workers and employees within a corporate structure. During this stage, students are said to either achieve a stable identity or be in a moratorium while exploration continues. Once an identity is developed, students are ready to commit to a life course once they graduate and enter the workplace. For college seniors, this life course usually entails a choice between going to graduate school and searching for a full-time job. The decision between these two career choices is usually based on the students' views of which choice will help them implement their view of themselves in the workplace.

Super (1990) postulated a model of career development that extends over a person's lifespan. He suggested that the vocational part of a person's life can be divided into five distinct stages (see Figure 2). It is traditionally within the second stage, *Exploration*, that college students transition into the workplace and commit to work as the primary aspect of their career development. Exploration covers approximately ages 15–24. During this stage, self-examination, role experimentation, and occupational exploration take place in part-time jobs, leisure activities, and school activities.

Figure 2: Super's Lifespan Model of Career Development

Transitional Age	Life/Career Stages	Life/Career Substages
0–14 years	Growth	Curiosity/Fantasies/Interests/Capacities
15–24 years	Exploration	Tentativeness/Transition/Trial
25–44 years	Establishment	Stabilization/Advancement/Consolidation
45–64 years	Maintenance	Holding/Innovating/Updating/Stagnation
65+ years	Disengagement	Retirement/Specialization/Less Work

Gould (1978) suggested that the changes in children over the years are marked by changes in their bodies. However, for adults, changes are marked by changes in their mental attitudes. Gould identified seven stages of adult life. In the second stage, Provisional Adulthood (early to mid 20s), individuals focus on selecting a career, establishing personal and work relationships, and the achievement of a place in society. This stage is followed by the Age 30 Transition (late 20s to early 30s), wherein individuals search for personal and occupational identity, reassess future objectives, and search for meaning in life.

As can be seen, the traditional life stages at which individuals commonly make the transition from college to career are marked by self-evaluation, goal evaluation, and career decision and exploration. The transition from college to career is understandably multi-faceted and complex, bringing with it many potential barriers requiring intense self-exploration and evaluation as well as intense preparation to overcome.

Transition Management

Transitions are passages from one state, action, subject, or set of circumstances to another. Schlossberg (1981) defined a transition as “an event or nonevent that results in a change in assumption about oneself and the world and thus requires a corresponding change in one’s behavior and relationships” (p. 5). She suggested that transitions are a part of all human development and that they include changes in values, worldviews, and personal appearance.

Reaching career goals requires that people experience many transitions, which can emanate from external events or internal and personal dynamics. Liptak (2008) suggested that people are dealing with a never-ending series of transitions that can be anticipated and even prepared for but remain difficult nonetheless (p. 4). A lot of work has to go into preparing for career transitions. These career transitions can include such events as going to college, going from school to work, being downsized, experiencing changes in work schedules, retiring, changing jobs or career paths, and starting a small business.

More specifically, McKee and Walters (2002) suggested that the transition from student to professional can be an especially complicated and challenging process. They stated that in this transition, communication styles, priorities, time management patterns, finances, and career management goals are challenged and students need “skill in navigating the requirements and expectations of the new milieu of work” (p. xi). They further defined the process of transitions as “a shift in operating style that allows successful adaptation to a new set of life conditions” (p. 2). This shift in operating style requires people in a transition to acquire a new set of skills and attitudes that are specific to the new situation. Some of these new skills include dealing with the transition itself, developing and using appropriate life management skills, developing emotional intelligence skills for the new situation, and developing effective long-term career management skills. This set of transition skills forms the theoretical basis for the scales used on the *CCTI*.

Need for the *College-to-Career Transition Inventory*

More than any other time in history, college students graduating from college are being forced to have a wide array of knowledge, skills, and abilities to become successful employees. Although job-related knowledge is critical to being a successful employee, other skills are needed to prepare college students and others to be successful in the workplace. Research (i.e., Goleman, 1998; LaPlante, 1991; Shivpuri and Kim, 2004) suggests that many students finish

college or enter the workforce only to find that they are ill prepared for dealing with many aspects of both their personal and working lives.

Many colleges and universities, school-to-work programs, rehabilitation agencies, and employee training programs are now communicating a clear desire to begin educating students and others using a broad, holistic approach that combines “hard” job-related knowledge and skills with “soft” social skills (Shivpuri and Kim, 2004; Wolf, Wendel, and Ruel, 1999). Employers are growing increasingly concerned about the skill gaps of students looking for employment upon graduation. The National Association of Colleges and Employers (NACE, 2009) surveyed 1,199 randomly selected college recruiters in an effort to identify the most important performance dimensions sought by prospective employers. In this study, employers rated communication skills as the most-desired skill for prospective employees, followed by a strong work ethic, the ability to work as a team, integrity, leadership, and initiative. According to this study, the top four most-sought-after dimensions were job retention career skills. NACE concludes that, when employers are asked to describe their ideal candidate, these same attributes are consistently identified as valued by employers and that prospective job seekers need to understand what employers want and find ways to demonstrate those qualities.

To be successful in making the transition from college to a career, people must be masters of change. Scott and Jaffe (2004) said that it was critical to learn how to manage transitions because change happens very quickly and can be unexpected, sudden, and unsettling; welcomed or planned; and accelerated by external global forces as well as internal economic and social pressures. Although it is not unexpected, college students currently making the transition to their careers are challenged by the changes occurring in the workplace, by global challenges, and by the economic pressures of a poor economy. They concluded that what makes career transitions so difficult is that people get used to doing things one way and then are required to adopt new ways of behaving.

One thing that makes a career transition so difficult is that it calls for the reorganization of self and the development of a new set of beliefs about life and career. Seniors graduating from college and transitioning into the workplace have special needs unique to them. Gardner and Van der Veer (1998) did extensive research on the transition from college to career, and they concluded that the most successful students are those who can systematically solve problems, who are creative, who learn from their own experiences, and who can transfer knowledge from college to an organization.

Similarly, Liptak (2005) suggested that because college students transitioning into the workplace have so many challenges, career counselors working with them should use a Confluence Counseling Model, which helps their clients work on personal competence skills, social skills, and career and employment skills simultaneously. Similarly, Zunker (2006) said that “students in the 21st century will continue a career journey after graduation that will present significant challenges” (p. 439) and that career counselors need to assist students in decision-making and information-seeking skills, interpersonal relationships, how to adapt to situations and circumstances, career management, and maintaining a strong academic background that provides a foundation for lifelong learning.

The *College-to-Career Transition Inventory* is designed so that people can explore their readiness to make the successful transition from college to the world of work. The *CCTI* also provides suggestions for enhancing one’s strengths and overcoming one’s weaknesses in the transition process.

Using the information provided by *CCTI*, respondents can

- Learn more about their strengths and weaknesses as they begin the transition from college to a career.
- Identify ways to enhance their weaknesses and be better prepared for their transition.
- Experience enhanced self-esteem.
- Identify where they currently stand in the transition process, including which steps they need to concentrate on most.
- Begin the transition from a college mindset to a work mindset.

The *CCTI* is intended for use in a variety of settings including the following:

- College, university, and community college career counseling centers that provide career counseling, coaching, and job search assistance for students
- High school guidance counseling centers that provide career counseling, coaching, and job search assistance for students graduating from high school and entering the work force
- Vocational and technical career counseling centers that provide career counseling, coaching, and job search assistance for students graduating with a technical degree or from a certification program
- One-Stop and other career and employment counseling programs that work with students in training programs who will be transitioning to the workplace

Administration and Interpretation

The *CCTI* is simple to take and can be easily scored and interpreted. Each assessment contains 60 statements that are related to critical issues that people, and more specifically college students, face as they transition from school to work. Each item asks test takers to rate how well the statement describes them on a 4-point scale. The *CCTI* also includes scoring directions, a scoring profile, and an interpretive guide that helps respondents connect their results to strategies that can help them to be more effective in the transition from college to a career. In addition, a space is provided for respondents to develop an action plan for transitional success.

The *CCTI* can be administered to individuals or to groups. It is written for individuals at or above the 7th grade level. Because none of the items are gender specific, the *CCTI* is appropriate for a variety of audiences and populations.

Administering the *CCTI*

The *CCTI* can be self-administered and the inventory booklets are consumable. A pencil or pen is the only other item necessary for administering, scoring, and interpreting the inventory. The first page of the inventory contains spaces for normative data including name, date, gender, and age. Instruct each respondent to fill in the necessary information. Then read the description on the first page while all respondents follow along. Test administrators should ensure that each respondent clearly understands all of the instructions and the response format. Respondents

should be instructed to mark all of their responses directly on the inventory booklet. The *CCTI* requires approximately 20–25 minutes to complete.

The *CCTI* uses a series of steps to guide respondents. In Step 1, respondents mark their answers for each of the 60 statements. Respondents are asked to read each statement and then circle the response that best represents how well the statement describes them based on a 4-point Likert scale.

In Step 2 respondents add their scores for each color-coded scale. Each of the five scales is made up of 12 items that represent school-to-work transition issues being measured by the *CCTI*. Step 3 provides a chart for respondents to profile their scores. Respondents place an X on the profile for their scores on each of the five scales. This profile helps respondents to compare their scores and understand them better. Scoring ranges are provided so that respondents can identify those transition concerns that require the most attention.

Step 4 helps respondents to interpret their scores. It provides descriptions of the five scales, as well as tips and exercises to help respondents explore and write about their strengths and weaknesses in making the transition from college to the world of work. Respondents should concentrate on those scales they scored in the low or average ranges, though—if there is time—they should be encouraged to review the information for all five scales. Step 5 encourages respondents to develop an action plan and apply what they have learned to assist them in their career transitions.

Understanding and Interpreting *CCTI* Scores

The *CCTI* yields content-referenced scores in the form of raw scores. A raw score, in this case, is the total of the numbers circled for each of the 12 statements for the five scales. The performance of individual respondents or groups of respondents can only be evaluated in terms of the mean scores on each of the scales. For each of the scales on the *CCTI*:

Scores from **12 to 23** are **LOW** and indicate that the respondent still needs to develop many of the kinds of skills addressed in that scale to successfully transition from college to career.

Scores from **24 to 36** are **AVERAGE** and indicate that the respondent has some of the skills needed to successfully move from college to career but should do more to ensure a smooth transition.

Scores from **37 to 48** are **HIGH** and indicate that the respondent has many of the skills needed to successfully transition from college to career.

Respondents generally have one or more areas in which they score in the low or low-average categories. Respondents should concentrate on exploring their strengths and weaknesses within these areas first. However, they should also look for ways to use their scores to enhance their chances for career success. This is best accomplished by having respondents complete all of the activities in Step 4. This will help them to think about important aspects of managing their lives upon graduation, developing the appropriate emotional intelligence skills needed to be successful on a job, knowing the best methods for finding and obtaining employment after graduation, making the transition to a full-time job, and developing a reputation as a reliable employee and managing an effective career. Keep in mind that it is not necessary to score high on *every* scale on the *CCTI*, nor do high scores on all five scales ensure a successful transition. This assessment is designed to help people transitioning from college to a career explore their

career transition strengths and weaknesses. However, every person's transition is different and may require different skills or skill levels of varying degrees. Alternatively, some respondents may score in the average or low ranges for most or all of the five scales. If this is the case, the person may need to do a lot of work to prepare for the transition.

Illustrative Case

Garry is a 21-year-old male attending a mid-size university in the Midwest. He is pursuing a bachelor's degree in History with a minor in Political Science. He is a senior and will be graduating with a GPA of 2.8/4.0. He has thought about graduate school but has yet to apply to any. He thought he wanted to be a teacher someday but would like to get a job working in a museum. Garry is worried about the transition from college to a career. His scores on the *CCTI* were as follows:

Life Management = 27

Emotional Intelligence = 31

Job Search = 28

Transition-to-Work = 35

Career Management = 34

As can be seen, Garry scored highest on the Transition-to-Work scale and the Career Management scale. He says that once he gets a job, he knows that he can do well and be successful. On the other hand, Garry has two concerns about the transition to the world of work that were identified on the *CCTI*. His biggest concern was in the area of life management (27). He is worried about living alone away from family. He also worries about financial planning, as he has had some difficulty managing money in the past. His job search (28) skills score was his second lowest. He says he has yet to write a resume or a cover letter. He is competent in using a computer to search for employment but is not skilled in networking and making direct contact with employers. He also said he is a little shy while interviewing for a job. Garry was directed to workshops on personal financial planning, resume writing, and job search strategies. He was also encouraged to look for jobs and schools close to family so that he has a support network in place.

Research and Development

This section outlines the stages involved in the development of the *CCTI*. It includes guidelines for development, item construction, item selection, item standardization, and norm development and testing.

Guidelines for Development

The *CCTI* was developed to fill the need for a quick and reliable instrument to help people explore their strengths and weaknesses related to successfully managing and executing the transition from college to the world of work. It also provides counselors and teachers with information that they can use to help their clients and students explore ways of being more successful in the transition. The *CCTI* was developed to meet the following guidelines:

1. **The instrument should measure a wide range of career transition characteristics.** To help people identify their readiness to make the transition from college to a career, five scales were developed that were representative of the skills required, barriers encountered, and personal and professional issues involved in the transition from college to career as identified in the literature.
2. **The instrument should be easy to administer, score, and interpret.** The *CCTI* uses a four-point Likert question-answer format that allows respondents to quickly determine their college-to-career transition strengths and weaknesses. The consumable format makes it easy to complete, score, and interpret the assessment and helps people explore their strengths and weaknesses related to leaving college and successfully entering the world of work.
3. **The instrument should apply to both men and women.** Norms for the *CCTI* have been developed for both men and women.
4. **The instrument should contain items that are applicable to people of all ages.** Norms developed for the *CCTI* show an age range from 19 to 35.

Scale Development

Scale development for the *CCTI* was based primarily on a review of the literature related to career transitions in general and specifically the transition from college to work. Many researchers have identified the critical issues that are faced by graduates as they transition from college to career. Hansen and Hansen identified eight critical issues that graduates face when making the transition from college to work. They include

- **Time-related issues.** Students are used to planning their own schedules, and now they must face the reality of working five days a week, eight hours a day.
- **Learning everything you didn't learn in college.** This includes dealing with people of different personality types, budgeting and personal finance issues, balancing work and leisure, and living on your own.
- **Finding employment.** This includes networking for jobs, using the Internet to search for employment, and interviewing well.
- **Accepting an entry-level job if necessary.**
- **Professionalism in the workplace.** This includes being a dependable worker and self-starter.
- **Managing your true calling.** This includes developing a career path based on who you are and what you want to do with your life.
- **Exploring and managing career options.** This includes negotiating for salary and exploring job offers and employment options.
- **Developing a reputation as a valuable employee.** This also involves not seeing your college degree as entitlement to a job.

Figure 3 shows the correlation between these eight issues and the scales on the *CCTI*.

Figure 3: Comparison of College-to-Work Transition Issues and CCTI Scales

Critical Transition Issues	CCTI Scales
Time-related issues	Life Management
Learning everything you didn't learn in college	Emotional Intelligence
Finding employment	Job Search
Accepting an entry-level job if necessary	
Professionalism in the workplace	Transition-to-Work
Managing your true calling	Career Management
Exploring and managing career options	
Developing a reputation as a valuable employee	

Brammer and Abrego (1985) identified the coping skills that career changers need to effectively deal with career transitions, including the transition from college to a career. Figure 4 shows the correlation between those career-development coping skills and the scales on the CCTI.

Figure 4: Comparison of Career-Development Coping Skills and CCTI Scales

Career-Development Coping Skills	CCTI Scales
Life-Style Change Skills	Life Management
Self-Management Skills	Emotional Intelligence
Job Search Skills	Job Search
Workplace Environment Skills	Transition-to-Work
Career Enhancement Skills	Career Management

Item Selection

A large pool of items that were representative of the five major scales on the CCTI was developed and later revised, using the research studies and reviews of the literature cited previously. Many of these research studies were specifically designed to identify the issues that people face when graduating from college and moving into a job.

The items used for the CCTI were designed based on many of the research questions asked in these studies. In addition, the items selected for inclusion on the CCTI were representative of both the general career-transition coping skills and the college-to-career transition skills

reviewed in the literature. A pool of items was identified and then subjected to a Split-Half statistical study (see Table 1) to eliminate items that did not cluster well. The subjects used for this study were seniors in colleges and universities throughout the United States. This analysis enabled the elimination of items that did not correlate well with the other items on the scale.

In developing items for *CCTI*, the author used language that is currently being used in the literature related to the coping skills needed to successfully transition from college to career. After the items were developed, they were reviewed and edited for clarity, style, and appropriateness for identifying skills that college students possess as they begin the transition from college to a career. Items were additionally screened to eliminate any reference to sex, race, culture, or ethnic origin.

Reliability

Reliability is often defined as the consistency with which a test measures what it purports to measure. Evidence of the reliability of a test may be presented in terms of reliability coefficients, test-retest correlations, and interscale correlations. Tables 1, 2, and 3 present these types of reliability information. As can be seen in Table 1, the *CCTI* showed very strong internal consistency validity with Split-Half Correlations ranging from .55 (Job Search scale) to .77 (Emotional Intelligence scale). Four of the Split-Half Correlations were significant at the .01 significance level (Life Management, Emotional Intelligence, Transition-to-Work, and Career Management scales), with the Job Search scale significant at the .05 scale.

Approximately one month after the original testing, 30 people in the sample population were re-tested using the *CCTI* (see Table 2). Test-retest correlations for the *CCTI* ranged from .83 (Transition-to-Work scale) to .91 (Career Management scale). All of these correlations were also significant at the .01 level.

Table 3 shows the correlations among the *CCTI* scales. The inter-item correlations provide information about whether or not the scales are unidimensional or whether they are measuring a single unidimensional latent construct. The smaller the correlations, the less overlap there is among scales. The *CCTI* showed very strong interscale correlations with the largest correlations being among the Life Management scale and the Transition-to-Work scale (.429).

Validity

Validity is often defined as the extent to which a test measures what it purports to measure. Evidence of validity for the *CCTI* is presented in the form of means and standard deviations. Table 4 shows the scale means and standard deviations for men and women who completed the *CCTI*.

Note that women scored highest on the Emotional Intelligence ($M = 39.02$) scale and then the Career Management ($M = 37.95$) scale. Women scored lowest on the Transition-to-Work ($M = 35.18$) and the Job Search ($M = 35.33$) scales. Men scored highest on the Life Management ($M = 38.32$) and Transition-to-Work ($M = 36.46$) scales. Men scored lowest on the Job Search ($M = 33.61$) and Emotional Intelligence ($M = 35.22$) scales. Overall, results suggest that men and women seem to have trouble in using job search skills to find a job ($M = 34.51$) and transitioning into the workplace itself ($M = 35.79$). These are the two areas in which people need the most assistance in their transition from college to a career.

Table 1: Internal Consistency (Split-Half Correlations)	
Scale	Correlation Coefficient
Life Management	.76 **
Emotional Intelligence	.77 **
Job Search	.55 *
Transition-to-Work	.66 **
Career Management	.75 **

N = 20

* Correlation significant at the 0.05 level

** Correlation significant at the 0.01 level

Table 2: Stability (Test-Retest Correlation) ⁺	
Scale	Correlation Coefficient
Life Management	.89 *
Emotional Intelligence	.90 *
Job Search	.89 *
Transition-to-Work	.83 *
Career Management	.91 *

N = 30

⁺ One month after original testing

* Correlation significant at the 0.01 level

Table 3: <i>CCTI</i> Interscale Correlations					
Scale	Life Management	Emotional Intelligence	Job Search	Transition-to-Work	Career Management
Life Management	1	-.144	.300	.429	.063
Emotional Intelligence		1	.078	.413	-.355
Job Search			1	.314	-.378
Transition-to-Work				1	-.366
Career Management					1

N = 20

Table 4: CCTI Means and Standard Deviations for Adults

Scale	Total (N = 229)		Male (N = 109)		Female (N = 120)	
	Mean	SD	Mean	SD	Mean	SD
Life Management	37.26	5.0	38.32	5.4	36.30	4.5
Emotional Intelligence	37.21	4.4	35.22	4.7	39.02	3.0
Job Search	34.51	3.9	33.61	4.2	35.33	3.3
Transition-to-Work	35.79	4.2	36.46	4.8	35.18	3.6
Career Management	36.76	4.2	35.46	3.9	37.95	4.2

References

- Erikson, E. (1968). *Identity: Youth and crisis*. New York, NY: Norton.
- Gardner, J.N., & Van der Veer, G. (1998). *The senior year experience*. San Francisco, CA: John Wiley & Sons.
- Goleman, D. (1998). *Working with emotional intelligence*. New York, NY: Bantam Books.
- Gore, P.A. (2005). Introduction. In P.A. Gore (Ed.), *Facilitating the career development of students in transition* (pp. 1–9). Columbia, SC: The First-Year Experience and Students in Transition.
- Gould, R.L. (1978). *Transformations: Growth & change in adult life*. New York, NY: Simon & Schuster.
- Hansen, R.S., & Hansen, K. (2009). "Making a successful transition from college to career: Time for a reality check." www.quintcareers.com/college-to-career.html.
- LaPlante, A. (1991). "How IS execs can fill business-skills gaps." *Computerworld*, 25, 90–97.
- Levinson, D.J. (1978). *Seasons of a man's life*. New York, NY: Random House.
- Liptak, J.J. (2008). *Career quizzes*. Indianapolis, IN: JIST Publishing.
- Liptak, J.J. (2005). "Using emotional intelligence to help college students succeed in the workplace." *Journal of Employment Counseling*, 42 (4), 171–178.
- Marcia, J.E. (1994). "Ego identity and object relations." In J. Masling & R. Bornstein (Eds.), *Empirical perspective on object relations theory* (pp. 59–103). Washington, DC: American Psychological Association.
- McKee, S.L., & Walters, B.L. (2002). *Transition management: A practical approach to personal and professional development*. Upper Saddle River, NJ: Pearson Education.

- National Association of Colleges and Employers (2009). *Job outlook 2009*. New York, NY: NACE.
- National Center for Educational Statistics (2006). *The condition of education*. Washington, DC: U.S. Department of Education. <http://nces.ed.gov/programs/coe/2008/section5/indicator43.asp>.
- Savickas, M. (1999). "The transition from school to work: A developmental perspective." *The Career Development Quarterly*, 47 (4), 326–336.
- Schlossberg, N.K. (1981). "A model for analyzing human adaptation to transition." *The Counseling Psychologist*, 9, 2–18.
- Scott, C.D., & Jaffe, D.T. (2004). *Managing personal change*. Boston, MA: Thomson.
- Shivpuri, S., & Kim, B. (2004). "Do employers and colleges see eye-to-eye?" *NACE Journal*, Fall 2004, 37–44.
- Smith, D., & Gast, L. (1998). "Comprehensive career services for seniors." In J. Gardner & G. Van der Veer (Eds.), *The senior year experience: Facilitating integration, reflection, closure, and transition* (pp. 187–209). San Francisco, CA: Jossey-Bass.
- Super, D.E. (1990). "A life-span, life-space approach to career development." In D. Brooks & L. Brown (Eds.), *Career choice and development: Applying contemporary theories to practice*. San Francisco, CA: Jossey-Bass.
- Wolf-Wendel, L.E., & Ruel, M. (1999). "Developing the whole student: The collegiate ideal." *New Directions for Higher Education*, 105, 35–46.
- Zunker, V.G. (2006). *Career counseling: A holistic approach*. Belmont, CA: Thomson Brooks/Cole.

About the Author

John Liptak, Ed.D., is one of the leading developers of quantitative and qualitative assessments in the country. He is the Associate Director of the Experiential Learning and Career Development office at Radford University in Radford, Virginia. He provides career assessment and career counseling services for students and administers and interprets a variety of career assessments. Dr. Liptak focuses on helping students develop their careers by becoming engaged in a variety of learning, leisure, and work experiences. In addition to the *CCTI*, Dr. Liptak has created the following assessments for JIST Publishing: *Work Smarts*, *Transferable Skills Scale (TSS)*, *Career Exploration Inventory (CEI)*, *Transition-to-Work Inventory (TWI)*, *Job Search Knowledge Scale (JSKS)*, *Job Survival and Success Scale (JSSS)*, *Barriers to Employment Success Inventory (BESI)*, *Job Search Attitude Inventory (JSAI)*, *Interview Style Inventory (ISI)*, *Career Planning Scale (CPS)*, and *College Survival and Success Scale (CSSS)*. He is also the author of *Career Quizzes*.