



Job Survival and Success Scale®

Second Edition

John J. Liptak, Ed.D.

Administrator's Guide

Introduction

Prospective employees, more than ever before, are being forced to have a wide array of skills and knowledge to become successful. 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 their personal and working lives.

Many colleges and universities, school-to-work programs, rehabilitation agencies, and employee and 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 being sought by prospective employers. In this study, employers rated communication skills as the most-desired skills 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.

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Researchers and career theorists agree that “soft” skills are even more essential in today’s world of work than in the past, as workers take on a wider variety of jobs and careers, transferring what they’ve learned from one job to the next. Lock (2005) believes that as traditional career ladders disappear or are replaced, the employees who survive and succeed in the workplace have a secure set of job retention skills. He went on to say, “Flexibility, adaptability, mobility, knowledge, commitment, excellence, accountability, self-direction, and self-management are your keys to future success” (p. 54). Calvert (2002) agrees that “soft,” non-technical skills are valued by employers as highly as, if not more than, the technical requirements for a job. Soft skills include a good work ethic; honoring commitments; keeping to company culture in grooming, dress, and body language; interpersonal skills; and ethics. Lock (2005) concurs that with today’s competitive market comes the demand for more-effective soft career skills. He concludes that “employers often advise job seekers not to worry so much about technical skills; they are more concerned about workers showing up on time, taking supervision well, and functioning well in teams” (p. 64).

Pink (2001) suggests that loyalty has not disappeared; it has merely changed. He believes that a vertical corporate loyalty has been replaced by a horizontal corporate loyalty. In this horizontal corporate loyalty, employees are rewarded when they show professionalism, talent, leadership, dependability, and responsibility by retaining their jobs and getting modest pay increases. Survey data, however, suggests that employees show increased feelings of job insecurity even in times of economic growth and low unemployment rates (Mishel, Bernstein, and Schmitt, 1999).

Emotional Intelligence Theory

Job retention skills are often referred to as emotional intelligence skills. Goleman (1995) describes emotional intelligence as a set of key skills, abilities, and competencies that, unlike the traditional and primarily innate Intelligence Quotient (IQ), can be learned by anyone. He writes that emotional intelligence includes such skills as being able to motivate oneself, being persistent in facing obstacles and achieving goals, controlling impulses and delaying gratification, controlling one’s moods, thinking rationally, empathizing with others, and hoping. Similarly, Mayer and Cobb (2000) define emotional intelligence as the ability to accurately process emotional information such as perception, assimilation, understanding, and the management of one’s emotions.

Mayer, Salovey, and Caruso (2000) suggest that emotional intelligence is a set of abilities that account for how a more accurate understanding of emotions often helps people solve problems in their emotional lives. They define emotional intelligence as “the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others” (p. 396). Bar-On (1997) says that “emotional intelligence is an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (p. 14).

In his research on multiple intelligences, Howard Gardner (1983) talks about two forms of emotional intelligence: intrapersonal intelligence and interpersonal intelligence. He suggests that intrapersonal intelligence is the ability to access the full range of one’s own emotions and “the capacity instantly to effect discriminations among these feelings and, eventually, to label them, to enmesh them in symbolic codes, and to draw upon them as

a means of understanding and guiding one's behavior" (p. 239). In addition to intrapersonal intelligence, Gardner feels that all people also have an interpersonal intelligence that can be learned and nurtured. He feels that this intelligence is "the ability to notice and make distinctions among other individuals and, in particular, among their moods, temperaments, motivations, and intentions" (p. 239). Both of these intelligences contribute heavily to an individual's workplace competencies, and Gardner suggests that today's workers make use of all of their intellectual capabilities.

Regardless of how emotional intelligence has been defined in the literature, all of the research indicates that emotional intelligence is a skill or set of skills that can be taught and learned. Goleman (1995) suggests, "Emotional life is a domain that, as surely as math or reading, can be handled with greater or lesser skill and requires its unique set of competencies" (p. 36). He believes that emotional intelligence is comprised of two primary domains: personal competencies, which determine how we manage ourselves, and social competencies, which determine how we handle relationships. Goleman (pp. 26–27) also believes that there is a set of five emotional intelligence competencies that make up the two primary domains, as seen below:

Personal Competence

I. Self-awareness, or knowing one's internal states, preferences, resources, and intuitions

- Emotional awareness
- Self-confidence
- Accurate self-assessment

II. Self-regulation, or managing one's internal states, impulses, and resources

- Self-control
- Adaptability
- Trustworthiness
- Innovation
- Conscientiousness

III. Motivation, or emotional tendencies that guide or facilitate reaching goals

- Achievement drive
- Initiative
- Commitment
- Optimism

Social Competence

IV. Empathy, or awareness of others' feelings, needs, and concerns

- Understanding others
- Leveraging diversity
- Developing others
- Political awareness
- Service orientation

V. Social skills, or adeptness at inducing desirable responses in others

- Influence
- Change catalyst
- Communication
- Building bonds
- Conflict management
- Collaboration and cooperation
- Leadership
- Team capabilities

Similarly, Salovey, Mayer, and Caruso (2002) suggest that training for success in the workplace should focus on the role that emotion plays and should help employees gain an awareness of how their emotional reactions and the emotions of others affect management and supervision.

The effectiveness of emotional intelligence training is well documented. Goleman (1995) says that people with well-developed emotional skills are more likely to be content and effective in their lives and that evidence verifies that people who are emotionally intelligent—those who know and manage their own feelings well and who read and deal effectively with other people’s feelings—are at an advantage in any domain of life, from intimate relationships to picking up on the unspoken rules that govern success in organizational politics. Salovey, Mayer, and Caruso (2002) conclude, “The person who is able to understand emotions—their meanings, how they blend together, how they progress over time—is truly blessed with the capacity to understand important aspects of human nature and interpersonal relationships” (p. 162).

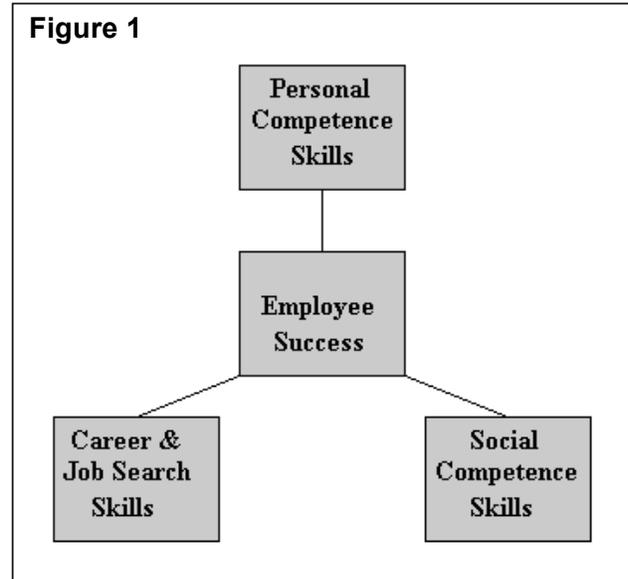
Goleman (1995) concludes that emotional intelligence, rather than traditional analytical intelligence, predicts success in school, in the home, and in the workplace. The recent research on emotional intelligence in the workplace parallels the growing belief that soft skills are just as, if not more, important than job-specific skills and that people who nurture their emotional intelligence are more likely to experience long-term career success. As unemployment rises and the workplace continues to change, emotional intelligence is rapidly becoming the focus of a workplace success model that is being used by some to set themselves apart from other employees. Because emotional intelligence skills can be taught and learned (Liptak, 2008), they provide employees with a different way of defining and engineering success.

The Confluence Counseling Model

Goleman (1998) says that regardless of the type of organization for which you work, you are being evaluated on skills other than those directly related to your job. Therefore, to be effective in helping job seekers to develop the skills they need to succeed in the workplace, career counselors must be prepared to help those clients learn a variety of emotional intelligence skills. These include enhancing self-esteem, developing a service orientation, leveraging diversity, communicating effectively, and managing conflict. Findings such as the recent NACE survey clearly suggest that career counselors need to continue helping their clients to develop “soft” emotional intelligence skills as well as traditional “hard” career development skills.

Although many career-counseling professionals agree that personal and career counseling should be integrated for a holistic counseling approach, no system currently exists for doing so. The purpose of this section is to describe an approach, confluence counseling (see Figure 1), that can be used to help people develop the career and job search, personal competence, and social competence skills they need to be successful in the workplace. This approach allows career counselors working with job seekers to effectively and efficiently move back and forth between personal counseling and career counseling with their clients.

The first set of skills that prospective employees need in order to be successful in the workplace is career and job search skills. These skills are the more traditional skills used by career counselors to help clients develop their careers. In helping individuals develop career management skills, they often begin by administering and interpreting a variety of career assessments; exploring irrational thinking; matching personal characteristics with similar occupations; teaching decision-making skills and helping in the decision-making process; teaching job search skills; and helping people to adjust to the workplace and develop an appropriate lifestyle consisting of a balance between work, leisure, family, and education.



The second set of skills that prospective employees need in order to be successful in the workplace is appropriate personal competence skills. In helping individuals develop these skills, the counselor can administer assessments to make them more aware of their personal competence strengths and weaknesses, increase their self-esteem by focusing on strengths they possess, enhance their personal responsibility for their career development, and discuss the importance of being trustworthy and dependable in the workplace. Liptak, Khalsa, and Leutenberg (2002) created a series of personal competency assessments to help career counselors help people enhance their responsibility, decision-making skills, and self-esteem.

The third set of skills that prospective employees need in order to be successful in the workplace is appropriate social competence skills. In helping job seekers develop these skills, the counselor can teach them to be more cooperative, be supportive of co-workers, take the initiative to lead when called upon, be a good follower of leadership, communicate effectively, value diversity, and relate well to customers. Liptak (2004) created a series of social competency assessments to help career counselors help people enhance their interpersonal communication skills.

A Conscientious Measure

Conscientiousness is a behavioral trait that is critical to employee survival and success today. Conscientiousness has been described as individual differences in the propensity to be task- and goal-directed, to be planful, to delay gratification, and to follow norms and rules (John & Srivastava, 1999). Conscientiousness represents one of the key psychological fulcrums between an individual and society (Roberts, Walton, & Viechtbauer, 2006), is critical in occupational attainment (Judge, Higgins, Thoresen, & Barrick, 1999), is an excellent predictor of job performance (Hogan & Holland, 2003), and is highly correlated with organizational outcomes (Barrick & Mount, 1991). Conscientiousness appears to be an extremely sought-after trait in employees, but one that has been difficult to measure.

One of the problems in identifying employee conscientiousness has been the lack of an assessment that directly measures conscientiousness in the workplace. Instead, general conscientiousness has traditionally been measured by personality inventories, such as the *Hogan Personality Inventory*. Roberts, Chemyshenko, Stark, and Goldberg (2005) suggest that although the studies on conscientiousness have both predictive and descriptive value, they are not generalizable to the workplace.

Given the importance of conscientiousness in employee performance and occupational attainment, there was a tremendous need for a workplace-based conscientiousness measure. Liptak (2005) identifies and describes five replicable, teachable facets of conscientiousness: dependability, responsibility, human relations, ethical behavior, and getting ahead. These five facets make up the scales on the *JSSS*.

Need for the *JSSS*

The *Job Survival and Success Scale (JSSS)* is designed to meet the need for a brief assessment instrument to identify a person's attitudes and knowledge about keeping a job and getting ahead in the workplace. An assumption underlying the development of the *JSSS* is that people need to have a set of job-related skills, but they also need a set of job survival and success skills. The *JSSS* is intended for use in comprehensive career guidance programs, middle and high schools, employment counseling programs, rehabilitation counseling programs, college counseling centers, college career and placement offices, or any agency that works with clients or students looking for employment.

Because the workplace is changing so rapidly, people are having a harder time holding onto their jobs and succeeding at them. Therefore, employees and prospective employees need information about their strengths and weaknesses concerning job retention. In addition, career counselors and job search specialists who operate job search programs need to find ways to help clients be more successful after becoming employed. One way to do this is by first gathering information about each client's job retention skills.

Administration and Interpretation

The *JSSS* has been designed for easy use. It is simple to take and can be easily scored and interpreted. Each *JSSS* inventory contains 60 statements about surviving and succeeding on a job, scoring directions, an interpretation guide, a success guide, and a resource guide. Each of the statements has been grouped into scales that are representative of a program that teaches job survival and success skills. The scales on the *JSSS* are Dependability, Responsibility, Human Relations, Ethical Behavior, and Getting Ahead. The *JSSS* can be administered to individuals or to groups. It is written for individuals at any age at or above the junior high school level. None of the items are gender-specific, so the *JSSS* is appropriate for a variety of audiences and populations.

The *JSSS* is self-administered, and the inventory is consumable. A pencil or pen is the only other item necessary for administering, scoring, and interpreting the inventory. Begin by distributing one *JSSS* inventory to each person interested in taking it. The first page of the inventory contains spaces for normative name, date, gender, and age data. Each respondent should fill in the necessary information on this page. Specific

instructions for answering items on the *JSSS* are included on the front page and in Step 1. Read the directions 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. The *JSSS* requires approximately 20 minutes for people to complete.

Completing the Scale

The *JSSS* uses a series of steps to guide the respondent through the administration of the inventory. Responses are marked in Step 1 of the inventory. Respondents are asked to read each statement and then circle the response that represents what they believe they would or would not do on the job or in a prospective job. In Step 2, respondents score their inventories. Step 3 helps respondents to profile and to better understand their scores. Step 4 allows respondents to review suggestions for success and identify those suggestions that they are currently doing and those that they need to do. Step 5 allows respondents to set goals for being more successful in the workplace.

Calculating and Profiling Scores for the *JSSS*

The *JSSS* was designed to be scored by hand. All scoring is completed on the consumable inventory. No other materials are needed to score or interpret the instrument, thus providing immediate results for the test taker. In Step 2 respondents are asked to total the numbers they circled for each of the five sections in Step 1. These scores will range from 12 to 48 for each of the sections. Respondents put that number in the total box for each section on the *JSSS*. In Step 3, respondents mark an X along each of the five number lines to represent their scores for the five scales.

Understanding Your Scores

The *JSSS* yields content-referenced scores in the form of raw scores. A raw score, in this case, is the total score of responses to each of the statements. 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 the *JSSS*, scores between 12 and 23 are **LOW** and indicate that the respondent needs to be more proactive and do more to both survive and succeed on a job. Scores between 24 and 36 are **AVERAGE** and indicate that the respondent is probably doing enough to survive, but needs to be more proactive and do more to succeed on a job. Scores between 37 and 48 are **HIGH** and indicate that the respondent is probably being proactive and doing the things that are necessary to both survive and succeed on a job.

Respondents generally have one or more areas in which they score in the low or low-average categories. That means that the respondent needs to learn more about that particular aspect of surviving and succeeding on a job. These are the areas in which the respondent should begin gaining additional job retention skills. The place to start with this exploration is the next step of the *JSSS*. Respondents should turn to Step 4 and read the information provided about succeeding on a job in those sections on which they scored the lowest. They are asked to place an "X" in the boxes of actions they feel they aren't currently doing or need to work on.

In Step 5, space is provided for respondents to set goals based on the information they learned about themselves from the assessment. They are encouraged to reference any of the skills they marked in Step 4 in creating their success plan.

Understanding the Job Success Profile

Because the primary objective of this instrument is to help people learn more about their job survival and success strengths and weaknesses, the *JSSS* is organized so that it contains five scales that were deemed critical in surviving and succeeding on a job. These scales were chosen as representative of job success by three independent judges.

Scale 1: Dependability—Low scores on this scale indicate that the respondent is not as dependable as he or she could be. He or she may not know how to dress for success on the job and may not be aware of the effects of poor personal grooming. The respondent may have bad habits in the workplace or may not be reliable in getting to work and putting in a full day.

Scale 2: Responsibility—Low scores on this scale indicate that the respondent is not as responsible as he or she could be. He or she may have difficulty solving problems or owning up to mistakes. The respondent may have a negative self-image and may not follow leadership well.

Scale 3: Human Relations—Low scores on this scale indicate that the respondent lacks effective human relations skills. He or she may have trouble relating to coworkers or valuing diversity. The respondent may also have trouble communicating with a supervisor. He or she may not have good communication skills, may need to improve customer relations, and may need help working as part of a team.

Scale 4: Ethical Behavior—Low scores on this scale indicate that the respondent tends not to be the most effective ethical decision maker. He or she may lack guidelines for making ethical decisions and may not be aware of ethical problems in the workplace.

Scale 5: Getting Ahead—Low scores on this scale indicate that the respondent tends not to be as career committed and career mature as he or she could be. He or she may undersell skills and lack information about how to get promoted. The respondent may not be very active in developing his or her career and may need information about how to be a lifelong learner or how to leave a job.

Illustrative Case

The following *JSSS* profile shows the assessment results for a 21-year-old woman graduating with a bachelor's degree in marketing.

Dependability	26	Ethical Behavior	23
Responsibility	41	Getting Ahead	14
Human Relations	16		

As can be seen from her profile, the respondent scored in the low range on the Human Relations and the Getting Ahead scales. These are the two areas in which she needs the most instruction and assistance in developing job survival and success skills. She will need assistance with developing better communication skills with her supervisor, coworkers, and customers. In addition, she will need help in learning how to develop her career and succeed on the job. Because she scored in the high range on the Responsibility scale, she possesses the skills to be a responsible employee. Her scores on the Ethical Behavior and Dependability scales suggest that she has the necessary skills to survive on the job, but that she needs assistance in order to succeed.

Research and Development

This section outlines the stages involved in the development of the *JSSS*. The stages include guidelines for development, item construction and selection, item standardization, and development of reliability and validity norms.

Guidelines for Development

The *JSSS* is an inventory designed to measure a person's knowledge and attitudes about surviving and succeeding in the workplace. The inventory consists of a series of statements about things that a successful person would do or would not do in the workplace. The *JSSS* was developed to fill the need for a quick, reliable instrument to determine the areas in which respondents have sufficient job retention knowledge and attitudes and those areas in which respondents need additional training or instruction. The *JSSS* was developed to meet the following guidelines:

1. The instrument should measure a wide range of job survival and success skills. For the *JSSS*, the five areas include Dependability, Responsibility, Human Relations, Ethical Behavior, and Getting Ahead.
2. The instrument should utilize a user-friendly format. The *JSSS* uses a Likert question-answer format that allows respondents to quickly determine the job survival and success areas in which they are deficient.
3. The instrument should be easy to administer, score, and interpret. The *JSSS* utilizes a consumable format that guides the test taker through the five steps to complete the *JSSS*.
4. The instrument should apply to a variety of populations. Norms for the *JSSS* have been developed for high school students, college students, and adults.
5. The instrument should contain items that are applicable to people of all ages. Norms developed for the *JSSS* show an effective age range of 16–67.

Item Construction and Selection

The author's primary goal was to develop an inventory that measures an individual's skills in retaining and succeeding on a job. In order to ensure that the inventory content was valid, the author conducted a thorough review of the literature related to job retention and used a variety of academic and professional sources to identify the five areas that represented job retention skills.

A large pool of items that were representative of the five major aspects of retention and success was developed and later revised. This enabled the elimination of items that did not correlate well. In developing items for the *JSSS*, the author used language that is currently being used in job retention literature, research, and employment counseling programs. After the items were developed, they were reviewed and edited for clarity, style, and appropriateness for measuring skills needed in job survival and success. Items were additionally screened to eliminate any reference to sex, race, culture, or ethnic origin.

Item Standardization

The *JSSS* was designed to measure a person's attitudes about surviving and succeeding in the workplace. The author identified youth and adult populations from high schools, colleges and universities, and employment and training programs. These populations completed drafts of the *JSSS* to gather data concerning the statistical characteristics on each of the items. From this research, a final pool of 60 items was chosen that best represented the five major retention areas: dependability, responsibility, human relations, ethical behavior, and getting ahead.

This initial research yielded information about the appropriateness of items for each of the *JSSS* scales; reactions of respondents concerning the inventory format and content; and reactions of respondents concerning the ease of administration, scoring, and profiling of the *JSSS*. The data collected included coefficient alpha correlations and interscale correlations. The items accepted for the final form of the *JSSS* were again reviewed for content, clarity, and style. Careful examination was conducted to eliminate any possible gender or race bias.

Reliability

Reliability is defined as the consistency with which a test measures what it purports to measure over time. Evidence of the reliability of a test may be presented in terms of reliability coefficients and test-retest correlations. Tables 1 and 2 present both types of information. The database for Table 1 consisted of more than 100 people successfully employed in businesses and organizations on the Southeastern coast of the United States. As can be seen in Table 1, alpha coefficients for the *JSSS* ranged from .87 to .92. Many of these individuals were retested after about two months had passed. As can be seen in Table 2, test-retest reliability for the *JSSS* ranged from .79 to .89. From these results, it was determined that the inventory consistently measures job survival and success skills over time.

Validity

Validity is often defined as the extent to which a test measures what it purports to measure. Evidence of validity for the *JSSS* is presented in terms of interscale correlations and examination of the means and standard deviations. Concurrent validity of the *JSSS* can be found in Table 3. This table shows the interscale correlations for a sample of 65 individuals. The highest correlation, .39, is found between Dependability and Human Relations. Low intercorrelations of the other clusters provide evidence of the individuality of the *JSSS* scales.

Tables 4, 5, and 6 show the construct validity for the *JSSS*. Age differences in job survival and success provide some support for the construct validity of the *JSSS*. As shown in Table 4, college students tend to score highest on the Ethical Behavior scale on the *JSSS* ($M = 30.71$). On the other hand, college students tend to score lowest on the Dependability scale ($M = 27.11$). As shown in Table 5, high school students tend to score highest on the Human Relations scale ($M = 30.47$), but score lowest on the Dependability scale ($M = 27.05$). As shown in Table 6, adults tend to have higher overall scores than college students and high school students, possibly representing greater career maturity stemming from more exposure to the world of work. Adults tend to score highest on the Responsibility scale ($M = 30.98$), but also scored lowest on the Dependability scale ($M = 28.56$). An interesting finding is that all of the populations sampled scored lowest on the Dependability scale.

Changes from First to Second Edition of the *JSSS*

The *Job Survival and Success Scale* was revised in 2009 to reflect changes in the world of work and in the way that employees function in a corporate environment. Most significantly, the second edition includes a revision of *JSSS* items to better emphasize the importance of lifelong learning, communication, problem-solving skills, self-motivation, and the prevalence of technology in the workplace. Steps 4 and 5 were streamlined so that test takers could more easily identify those job retention skills they need to work on most and to set specific goals for doing so. Directions for completing the assessment were revised to make the assessment more user-friendly.

The *JSSS* has subsequently been tested with a variety of populations, including unemployed adults, ex-offenders, college students, and welfare-to-work clients (see Table 7). As can be seen, both males ($M = 33.24$) and females ($M = 34.03$) tended to score highest on the Human Relations scale, followed by the Ethical Behavior scale ($M = 32.00$) for males and the Dependability scale ($M = 33.65$) for females. On the other hand, males scored lowest on the Dependability ($M = 30.81$) scale and females scored lowest on the Getting Ahead ($M = 32.35$) scale.

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 *Job Survival and Success Scale*, Dr. Liptak has created the following assessments for JIST Publishing: *Career Exploration Inventory*, *Transition-to-Work Inventory*, *Job Search Knowledge Scale*, *Barriers to Employment Success Inventory*, *Job Search Attitude Inventory*, *Assessing Barriers to Education*, *Work Smarts*, and *College Survival and Success Scale*. He is also the author of *Career Quizzes*.

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Table 1: Internal Consistency (alpha coefficients) *	
Scale	Alphas
Dependability	.89
Responsibility	.92
Human Relations	.87
Ethical Behavior	.88
Getting Ahead	.90

* N = 110 adults

Table 2: Stability (test-retest correlation) * +	
Scale	Correlation
Dependability	.85
Responsibility	.80
Human Relations	.79
Ethical Behavior	.82
Getting Ahead	.89

* N = 75 adults
+ 2 months after original testing

Table 3: JSSS Interscale Correlations *					
Scale	1	2	3	4	5
Dependability	1.00				
Responsibility	.32	1.00			
Human Relations	.22	.39	1.00		
Ethical Behavior	.34	.38	.26	1.00	
Getting Ahead	.38	.21	.20	.24	1.00

* N = 65 adults

Table 4: Means and Standard Deviations for College Students (Ages 17–23) *		
Scale	Mean	SD
Dependability	27.11	7.80
Responsibility	28.00	8.74
Human Relations	29.65	8.93
Ethical Behavior	30.71	8.42
Getting Ahead	29.94	7.98

* N = 52

Table 5: Means and Standard Deviations for High School Students (Ages 16–18) *		
Scale	Mean	SD
Dependability	27.05	7.11
Responsibility	27.54	7.04
Human Relations	30.47	5.14
Ethical Behavior	28.68	6.71
Getting Ahead	27.76	5.62

* N = 98

Table 6: Means and Standard Deviations for Adults (Ages 20–67) *		
Scale	Mean	SD
Dependability	28.56	7.67
Responsibility	30.98	6.74
Human Relations	28.86	6.78
Ethical Behavior	30.94	7.07
Getting Ahead	30.75	5.18

* N = 51

Table 7: Means and Standard Deviations of Subsequent Administrations						
Scale	Total (N = 1094)		Male (N = 484)		Female (N = 610)	
	Mean	SD	Mean	SD	Mean	SD
Dependability	32.40	7.98	30.81	7.56	33.65	8.09
Responsibility	32.08	8.11	31.19	7.78	32.79	8.31
Human Relations	33.68	8.60	33.24	7.81	34.03	9.17
Ethical Behavior	32.88	7.92	32.00	7.32	33.58	8.30
Getting Ahead	31.87	7.03	31.25	6.43	32.35	7.44