

## Workforce Preparation

### OVERVIEW

This is the Problem Solving/Decision Making subscale of the Life Skills Development Scale-Adolescent Form. This scale assesses perceptions of effective problem solving and decision making procedures, as well as perceptions of competence.

### SUBSCALES

- None
- Sample items from this measure include:
  - » I do not know which talents to work on that will help me in the future
  - » I get in touch with experts and get as much information as I can before making decisions about my education
  - » I know where to go to find dependable information about jobs

### STEPPING UP THEME(S) & OUTCOME(S)

- Employment & Entrepreneurship
  - » Youth have the skills and resources needed to develop a successful career or business

### GOOD TO KNOW

- There are two versions of this measure based on the age of participants in your program: one for middle school-aged youth (grades 7-8) and one for high school-aged youth (grades 9-12)
- Permission must be attained prior to use of this measure: C. A. Darden, E. J. Ginter, and G. M. Gazda. Contact information: C. A. Darden, Learning Disabilities Center, 343 Milledge Hall, University of Georgia, Athens, GA 30602-5554

### PSYCHOMETRICS

- **Reliability**  
High reliability (internal consistency) ( $\alpha = .82$ )
- **Validity**  
Content validity  
Construct validity

### TARGET POPULATION

- Youth between 13 and 20 years of age

### LENGTH & HOW IT MEASURES

- Middle School: 9 items
- High School: 15 items
- Responses to the scale range from 0 (completely agree) to 3 (completely disagree)
- Can be used as a pre-post
- Negatively-worded items need to be reverse-coded
- Items are to be summed to achieve a total score (range = 0 to 27); higher scores indicate greater problem solving and decision making skills
- Self-report, paper-pencil version
- Available in: English

### DEVELOPER

- Darden, Ginter, & Gazda, 1996

### LEARN MORE

- Darden, C. A., Ginter, E. J., and Gazda, G. M. (1996). Life-skills development scale – adolescent form: the theoretical and therapeutic relevance of life-skills. *Journal of Mental Health Counseling*, 18, 142-163.
- Measure attained Children, Youth, and Families at Risk from © 2016 Regents of the University of Minnesota. Retrieved from: <https://cyfar.org/content/workforce-preparation-0>

**COMMON MEASURE: WORKFORCE PREPARATION, MIDDLE SCHOOL  
(GRADES 7-8)**

**Directions:** Read each statement and decide whether you completely agree, mostly agree, mostly disagree, or completely disagree with the statement. Once you have made your decision, select the appropriate response.

#	Item	0 Completely Agree	1 Mostly Agree	2 Mostly Disagree	3 Completely Disagree
1.	I get in touch with experts and get as much information as I can before making decisions about my education.				
2.	There is no one for me to watch directly to find out about the kind of work I might like to do.				
3.	When solving a problem, I am able to think everything through in my own head.				
4.	When it is time to make an important job or education decision, I am able to make an appropriate plan.				
5.	When it comes to solving a problem, I think all of the things that are part of the problem before deciding what to do.				
6.	I do not know which talents to work on that will help me in the future.				
7.	I can tell the differences between talk that is backed up by facts and talk that is not backed up by anything.				
8.	I use information I get to help me think about several different ways to solve a problem.				
9.	I can solve problems through the use of logic.				

**COMMON MEASURE: WORKFORCE PREPARATION, HIGH SCHOOL  
(GRADES 9-12)**

**Directions:** Read each statement and decide whether you completely agree, mostly agree, mostly disagree, or completely disagree with the statement. Once you have made your decision, select the appropriate response.

#	Item	1 Completely Agree	2 Mostly Agree	3 Mostly Disagree	4 Completely Disagree
1.	I contact experts and gather as much information as possible before making decisions about my education.				
2.	There is no one for me to observe directly in order to find out about the kind of work I might like to do.				
3.	When solving a problem, I am able to think everything through in my own head.				
4.	Once I have decided what kind of work I want to do, I know how to go about getting it.				
5.	I can compare and look carefully at the various ideas I develop.				
6.	I like to make plans and take action steps before making a final decision about a job.				
7.	When it is time to make an important educational or occupational decision, I am able to develop an appropriate plan of action.				
8.	When it comes to solving a problem, I consider all of the things that are part of the problem before deciding what to do.				
9.	I do not know which talents to work on that will help me in the future.				
10.	I can tell the differences between talk that is backed up by facts and talk that is not backed up by anything.				
11.	I use information I gather to help me develop several different ways to solve a problem.				
12.	I know where to go to find dependable information about jobs.				
13.	I am able to solve problems through the use of logic.				
14.	I know how my actions and decisions will affect my occupational choice.				
15.	In exploring the kind of work I might want to do, I get information about it, talk to people who work at it, and get a part-time job that is like the work I am considering.				

Replicates the Problem Solving/Decision Making scale from the Life Skills Development Scale for Adolescents  
(Darden et al., 1996).