# Enhancing the ExploreYou Simulation Results Page: A Comprehensive Design Strategy

**Overview:** This strategy outlines how to enrich the simulation results page for high school students by integrating personality assessments (Holland’s RIASEC and MBTI), benchmarking performance against professional attributes, using intuitive visualizations, suggesting aligned roles (including adjacent careers), and providing personalized development tips – all within a cohesive, teen-friendly interface.

## 1. Integrating Personality Assessments (RIASEC & MBTI Results)

**Why Include These Assessments:** Holland’s RIASEC model and the Myers-Briggs Type Indicator (MBTI) are widely used in career exploration, often in combination[[1]](https://personalityjunkie.com/holland-code-riasec-career-interests-myers-briggs-types/#:~:text=After%20identifying%20your%20top%20two,for%20your%20best%20career%20match). Each offers unique insight: RIASEC reveals a student’s interest profile across six domains (Realistic, Investigative, Artistic, Social, Enterprising, Conventional), while MBTI highlights personality preferences (e.g. introversion vs extroversion) that influence work style[[2]](https://careered.stanford.edu/jobs-internships/explore-careers/know-yourself#:~:text=Myer). By displaying both, we give students a holistic self-profile – **what** they enjoy and **how** they tend to work – which research shows is valuable for career matching and satisfaction[[3]](https://careered.stanford.edu/jobs-internships/explore-careers/know-yourself#:~:text=Strong%20Interest%20Inventory). When students find work environments aligning with their interest themes, they tend to perform better and achieve greater success and satisfaction[[4]](https://workforce.org/san-diego-jobs/my-next-move-2/riasec/#:~:text=The%20RIASEC%20framework%20uses%20six,and%20match%20them%20with%20careers).

**How to Present RIASEC Results:** Show the student’s RIASEC scores in an easily digestible format. For example, use a bar chart or a simplified radar/polygon chart with one axis for each of the six interest areas, highlighting the top 2–3 categories that form the student’s Holland Code (e.g. **“ISA”** for Investigative-Social-Artistic)[[5]](https://personalityjunkie.com/holland-code-riasec-career-interests-myers-briggs-types/#:~:text=After%20identifying%20your%20top%20two,for%20your%20best%20career%20match)[[6]](https://workforce.org/san-diego-jobs/my-next-move-2/riasec/#:~:text=The%20six%20RIASEC%20themes%20are,of%202%20or%203%20themes). Accompany the chart with brief, teen-friendly descriptors for each category (leveraging Holland’s own nicknames like “Doers” for Realistic, “Thinkers” for Investigative, “Creators” for Artistic, “Helpers” for Social, “Persuaders” for Enterprising, and “Organizers” for Conventional)[[6]](https://workforce.org/san-diego-jobs/my-next-move-2/riasec/#:~:text=The%20six%20RIASEC%20themes%20are,of%202%20or%203%20themes). This ensures students understand what each interest area means. For instance, if a student’s top theme is **Investigative**, label it as “Thinker – enjoys science and analysis” rather than just the letter “I.” If possible, include a visual element such as icons for each theme (e.g. a wrench for Realistic, a microscope for Investigative, a paintbrush for Artistic, etc.) to make the profile more relatable.

*Example of Holland’s RIASEC hexagon, illustrating the six interest types and their relationships (adjacent types share more in common)*[*[6]*](https://workforce.org/san-diego-jobs/my-next-move-2/riasec/#:~:text=The%20six%20RIASEC%20themes%20are,of%202%20or%203%20themes)*. In the results UI, a similar diagram or bar chart can depict the student’s interest profile, with their strongest areas highlighted.*

**How to Present MBTI Results:** Prominently display the student’s 4-letter MBTI type (e.g. **ENTJ**), including the full type name (e.g. “ENTJ – *The Commander*”) for easier recall. Beneath the type, summarize what it means in a career context – e.g. *“Bold, strategic thinker who enjoys leading teams.”* This gives a quick insight into how the student prefers to work and interact[[2]](https://careered.stanford.edu/jobs-internships/explore-careers/know-yourself#:~:text=Myer). To make MBTI data visually intuitive, consider a small graphic or set of four sliders/bars indicating the degree of each preference (for example, a horizontal bar showing they are 70% E vs 30% I, and so on). This “percentage bar” visualization lets students see at a glance where they lie on each spectrum (Extraversion–Introversion, Sensing–Intuition, Thinking–Feeling, Judging–Perceiving). For a more engaging touch, use icons or emoji-like symbols for each dimension (e.g. a group icon for Extraversion, a lightbulb for Intuition). Keep the MBTI section positive and exploratory – emphasize that no result is “good” or “bad,” but rather how their preferences **“influence [their] approach to work and interaction with others”**[[2]](https://careered.stanford.edu/jobs-internships/explore-careers/know-yourself#:~:text=Myer). For example, an introverted student might see text like “You prefer working in calm, focused environments – great for roles requiring deep concentration.” This normalization helps teens appreciate their personality’s impact without feeling judged.

**UI Placement:** Introduce the personality results near the top of the page as part of a “**Your Profile**” section. This could be a header or sidebar panel that personalizes the page (“Hi Alex! You are an **ENFP** and your top interests are **Artistic** and **Social**…”). By placing this summary up front, students immediately see *who they are* in terms of interests and personality, setting context for the performance feedback to follow. Ensure this section is visually distinct but integrated – for example, a two-column layout where one column shows the radar/bar chart for RIASEC and the other shows the MBTI type with its description. Use consistent color-coding (maybe assign each RIASEC category a color used in both the chart and any text highlights) to strengthen the connection. This integrated profile primes students to understand why certain careers or performance strengths might resonate with them.

## 2. Comparing Simulation Performance to Key Professional Attributes

**Why Benchmark Performance:** High school students benefit from knowing how their simulation performance stacks up against real-world expectations. By comparing their results to **key professional attributes**, we turn a game outcome into a career readiness insight. Research in simulation-based learning suggests that *targeted, measurable feedback* tied to real-world competencies enhances the value of the experience[[7]](https://www.marketplace-simulation.com/compare-our-business-simulations/career-readiness-reports-parked/#:~:text=Give%20your%20students%20the%20targeted,data%20analysis%20does%20the%20rest). Essentially, we want to show, “Here’s how you did in the simulation, and here’s how that compares to what a professional in this field might need.”

**Identifying Key Attributes:** First, identify the core skill areas the simulation was designed to test. In the provided scenario, the performance metrics were *Problem Structuring, Data Analysis, Customer & Brand Perception,* and *Execution & Delivery*. These correspond to competencies valued in consulting/business roles (e.g. analytical thinking, insight into customer needs, and project execution). We will explicitly label these as such and consider them the **key professional attributes** for this simulation’s context. For each attribute, it’s useful to have a benchmark or reference point. This could be an industry standard, an average score of professionals or peers, or an “aspirational” target level. For example, perhaps a seasoned consultant would score around 8/10 on each skill. We can obtain these benchmarks from industry data or expert input (even if approximate) so that the student’s performance can be meaningfully gauged (*e.g.*, *“You scored 6/10 in Execution & Delivery, whereas professionals typically score ~8 – indicating room to grow in meeting deadlines and implementation.”*).

**Visualization – Radar Chart for Comparison:** A **radar chart** (also known as a spider or web chart) is ideal for comparing multi-dimensional performance at a glance. We will extend the existing radar chart (which currently plots the student’s scores on the four skill areas) to include a second dataset: the **professional benchmark**. For instance, the chart can overlay a second translucent polygon or line representing the target levels for each skill. The student’s own performance is one polygon, and the benchmark is another – making gaps or spikes immediately visible. Radar charts excel at this kind of comparison: they *“help you compare the performance or value of one individual or thing to another”* across multiple variables[[8]](https://www.indeed.com/career-advice/career-development/radar-charts#:~:text=usability%2C%20quality%2C%20appearance%2C%20advertising%2C%20durability,and%20effectively%20reading%20your%20own). In our case, the student vs. a professional standard. To ensure clarity, use contrasting colors (e.g. the student’s area in a bright, semi-transparent color, and the benchmark in a different outline or a dashed line). A legend or labels can indicate which is which (e.g. **“You”** vs **“Target”**). If the student outperforms in an area, their shape will extend further out than the benchmark on that axis, and vice versa. This visual makes it intuitive for a teen to spot strengths and weaknesses without wading through numbers.

*Illustrative radar chart comparing one subject against another across six metrics (in this example, product features). We can apply this approach to compare a student’s skill profile to a professional benchmark across the key competencies*[*[8]*](https://www.indeed.com/career-advice/career-development/radar-charts#:~:text=usability%2C%20quality%2C%20appearance%2C%20advertising%2C%20durability,and%20effectively%20reading%20your%20own)*. For instance, each axis could be one performance area (Problem Solving, Data Analysis, etc.), with one polygon showing the student’s scores and another showing a target level.*

**Additional Chart Options:** While the radar is engaging, we will also ensure the data can be viewed in a simple format for those less familiar with radar charts. For instance, a **bar chart** could be provided as an alternative/toggle: each skill would have two bars side by side (student vs. benchmark). This redundancy addresses different preferences in data interpretation – some students might find a bar chart more straightforward. The bar chart could even appear by default on small screens (for simplicity), while the radar is shown on larger screens. The key is to keep both charts consistent and easy to read: use the same color scheme and ordering of skills.

**Highlighting Key Insights:** Next to or below the chart, include a short textual summary highlighting the main takeaways from the comparison. For example, a styled list might say: - **Top Strength – Customer & Brand Perception:** You scored **9/10**, above the typical professional benchmark (8/10). *Insight:* You excel at understanding customer needs and brand impact – a crucial skill in marketing and consulting![[9]](file://file_000000008bec61f8ace982b25df62f15#:~:text=%3Cdiv%20class%3D%22info,div) - **Growth Area – Data Analysis:** You scored **3/10**, well below the benchmark. *Insight:* Professionals rely heavily on data; improving this skill will be important for you[[9]](file://file_000000008bec61f8ace982b25df62f15#:~:text=%3Cdiv%20class%3D%22info,div).

This aligns with how the current page already calls out a strength and a development area in text[[9]](file://file_000000008bec61f8ace982b25df62f15#:~:text=%3Cdiv%20class%3D%22info,div). By tying those explicitly to the benchmark (“above average” or “below professional expectations”), we give the student context for those labels. The language should be **encouraging and explanatory**, not scolding. Emphasize that a lower score indicates an opportunity to improve a skill that, in the real world, many people in the field have mastered. This way, the simulation result becomes a personalized feedback: *“Here’s where you shine compared to people in the job, and here’s where you would need to catch up.”* Such targeted feedback, grounded in real-world data, is exactly what engages students and helps them improve[[7]](https://www.marketplace-simulation.com/compare-our-business-simulations/career-readiness-reports-parked/#:~:text=Give%20your%20students%20the%20targeted,data%20analysis%20does%20the%20rest)[[10]](https://www.marketplace-simulation.com/compare-our-business-simulations/career-readiness-reports-parked/#:~:text=Using%20game%20data%20from%20students,your%20students%E2%80%99%20strengths%20and%20weaknesses).

**Time and Other Metrics:** In addition to skill scores, the page already shows **Completion Time** and a comparison to others (e.g. “faster than X people, slower than Y people”)[[11]](file://file_000000008bec61f8ace982b25df62f15#:~:text=%3Cdiv%20class%3D%22info,div). We will preserve this, as it gamifies performance and gives a percentile-like feedback which teens find relatable (it taps into their competitive spirit in a fun way). We might visually represent the time comparison with a simple icon or meter (for example, a stopwatch icon on a slider indicating their speed relative to the pack). This adds another professional context: time management. If relevant, we could say, *“Consultants must balance speed with accuracy. Your completion time was faster than 35 peers but slower than 10, indicating a moderate pace – with experience, efficiency typically increases.”* Again, tying it back to career readiness makes even a time stat meaningful.

**Ensuring Clarity:** To keep this comparison section user-friendly for high schoolers, we will: (1) avoid jargon in labels (use plain language like “Problem Solving” instead of “Problem Structuring” if needed), (2) limit the number of metrics to the key ones so as not to overwhelm (3–5 is ideal; in our case we have four, which is manageable), and (3) use visual cues like **green up-arrows** or **red down-arrows** next to each skill to denote above or below benchmark at a glance. For example, list “Data Analysis – 3/10 **▼ below target**” vs “Customer Insight – 9/10 **▲ above target**”. These symbols, along with color coding, provide quick interpretation that complements the charts.

## 3. Visualization Strategy: Engaging Charts & Graphics for Teens

High school students are visually oriented and quick to judge information design. Our visualization strategy will prioritize clarity, interactivity, and a dash of fun to keep them engaged. Here’s a breakdown of chart types and visual elements to use, and why they’re suitable for a teenage audience:

* **Radar (Spider) Chart for Skill Profile:** As discussed, the radar chart is both visually intriguing and information-dense, ideal for showing the multi-skill performance comparison. Its web-like appearance can feel game-like, which appeals to teens, but we will ensure it remains simple and clearly labeled. Each axis will have a short label and possibly an icon, and we’ll use tooltips (hover text) so if a student taps a point, it might say “Your score in Data Analysis: 3/10” or “Target score: 7/10” for precision. One advantage of the radar is that it highlights the *shape* of one’s strengths – teens can literally see the areas where their polygon spikes out or caves in, which is a more engaging metaphor than a list of numbers. (We will, however, be cautious not to overload it – since too many variables on a radar can confuse. Keeping to ~4–6 axes, as we have, is within the range of easy readability for this age group[[8]](https://www.indeed.com/career-advice/career-development/radar-charts#:~:text=usability%2C%20quality%2C%20appearance%2C%20advertising%2C%20durability,and%20effectively%20reading%20your%20own).)
* **Bar Charts for Comparisons and Breakdown:** Bar charts are familiar from school and extremely clear for showing comparisons. We’ll use bar charts in a couple of ways:
* **Side-by-side Bars for Skill Comparison:** An alternative to the radar, as mentioned, to reinforce the same data. Four skill categories, each with two bars (you vs. benchmark). This could be presented as a toggle (e.g., a button “View as Chart” that switches between radar and bars) or placed in a small thumbnail format below the radar. Even if not toggled, we might include a static bar chart in a PDF report or print view for teachers/parents who might prefer it.
* **Horizontal Bars for MBTI Preferences:** Represent each MBTI dimension by a pair of colored bars or a single dual-colored bar. For example, a horizontal bar with a midpoint could show **[■■■■■□□□] 60% Extraversion** on one side and **40% Introversion** on the other. This is a quick visualization of personality makeup and is more engaging than a plain “E/I: 60/40” number.
* **Interest Profile Bar Graph:** An alternative or addition to the RIASEC radar could be a bar graph with six bars (one per RIASEC theme, sorted by score). This is very straightforward and lets students see rank order. We would likely color each bar distinctly (perhaps using the traditional RIASEC color codes if available, or any consistent palette) and label them with the theme name and score. For example: “Artistic – ████████ 85%” and so on. A bar chart might actually be more immediately understood than a hexagon/radar for some – so offering both visuals (bar chart plus the hexagon graphic or radar) could cater to different preferences.
* **Pie or Donut Charts for Proportions:** Pie charts can show proportions in a friendly, familiar way. We might use a donut chart to show how the student’s interests break down as percentages of their overall interest profile (if their RIASEC assessment yields such data). For example, a donut chart could show “Interest Distribution: 30% Investigative, 25% Artistic, 20% Social, 15% Enterprising, 5% Realistic, 5% Conventional.” This is another way to emphasize their top interests visually. A donut with the center labeled “Top Interests: Investigative & Artistic” could reinforce their Holland Code. We have to be careful with color and small slices (as 5% slices could be tiny). If the student has one or two negligible interest areas, we might group them as “Other” for simplicity in the chart. **Pie charts** might also be applied to fun stats like how the student allocated time or resources in the simulation (if applicable), or perhaps how their skill scores divide (though that’s less meaningful since skill scores aren’t parts of a whole). We will only include a pie/donut if it adds value – likely the interest distribution is the best use-case, as it sums to 100%.
* **Iconography and Imagery:** Beyond standard charts, visualization includes any graphics that make data more relatable. We will incorporate small icons next to section titles and data labels (for instance, a small brain icon next to “Problem Solving” skill, or a paint palette icon next to “Artistic” interest). This not only breaks up text but also creates visual anchors that teens can associate with concepts (memory aids). We’ll also use color coding consistently: e.g., if “Communication” skill gets a blue color bar, that same blue might be used in the development tips section when mentioning communication, or the icon for a related career. Consistency helps them make connections across the page.
* **Charts Must Be Teen-Optimized:** Based on usability research for teens, we know they *“require simple, relatable sites”* and can be easily deterred by clutter or overly complex graphics[[12]](https://www.nngroup.com/articles/usability-of-websites-for-teenagers/#:~:text=Summary%3A%C2%A0%20Teens%20are%20,and%20require%20simple%2C%20relatable%20sites). So, each chart we use will be **accompanied by a clear explanation or legend**, and we’ll avoid unnecessary decorative elements that don’t inform. For example, the radar chart will have labels and maybe light gridlines, but we won’t add 3D effects or animations that might confuse. We will also ensure the charts load quickly and are responsive (work on mobile screens) because teens are impatient with slow or broken visuals[[12]](https://www.nngroup.com/articles/usability-of-websites-for-teenagers/#:~:text=Summary%3A%C2%A0%20Teens%20are%20,and%20require%20simple%2C%20relatable%20sites)[[13]](https://www.nngroup.com/articles/usability-of-websites-for-teenagers/#:~:text=Teens%20are%20not%20technowizards%20who,can%20lead%20to%20disastrous%20outcomes). Simplicity is key: our designs will favor flat, clean graphics over anything overly “flashy” – teens actually prefer a cool, modern aesthetic to sites that try too hard with gimmicky animations[[13]](https://www.nngroup.com/articles/usability-of-websites-for-teenagers/#:~:text=Teens%20are%20not%20technowizards%20who,can%20lead%20to%20disastrous%20outcomes). The use of confetti on page load (already implemented) is a nice celebratory touch that doesn’t hinder usability, so we’ll keep that fun element. But beyond that, clarity will trump “glitz.”
* **Interactive Elements:** Where possible, make the visuals interactive to increase engagement. For instance:
* Hovering over a segment of the interest donut could pop up an example: “**Investigative (30%)** – You love solving puzzles, doing research, and analyzing data.” This reinforces understanding.
* Clicking a bar in the skills chart might scroll the page to the development tips section for that skill.
* A small “i” info icon next to “MBTI” or “RIASEC” labels could let curious students click to read a one-line definition (e.g. “RIASEC: A career interest framework by psychologist John Holland”).

These micro-interactions turn a static results page into an exploratory dashboard, which can cater to the curiosity of adolescents. They enjoy feeling in control of the experience, and interactive charts can transform what might be a static report into something they can *play* with, increasing time spent engaging with their results.

* **Gamification Cues:** We also plan to incorporate subtle gamification in the visuals – for example, using **progress bars** styled like XP bars for each skill, or **badges/trophies** icons if they scored very high on something (e.g. a trophy icon next to “Customer Perception: 90th percentile!”). Visual rewards like badges for strengths can motivate teens and make the page feel more like a game summary than a dry report. For a low score, instead of a badge, we might show a target icon indicating a goal to work toward. This keeps the tone positive and forward-looking.

In summary, our visualization strategy blends **familiar chart forms (radar, bar, pie)** with **youthful design elements (icons, color, interactivity)**. Every chart or graph is chosen with a purpose: to make data intuitive and engaging for a high school student. By presenting information visually, we cater to students who might skip long text but will examine a well-designed graphic out of curiosity. All visuals will be tested for readability (ensuring text labels are large enough, color contrast is sufficient, etc., especially important since teens often multitask on mobile devices). The end result should be a dashboard-like feel: at a glance, key info is clear, and for those who want to dig deeper, the graphs and interactive features invite exploration.

## 4. Role Suggestions Aligned with Simulation & Personality Results

A highlight of the enhanced results page will be a **“Suggested Careers for You”** section. This is where we connect the dots between **what the student did in the simulation** and **who they are (RIASEC+MBTI)**, to present a set of potential career roles. The goal is not only to confirm roles the student might already be thinking of, but importantly to introduce **adjacent or non-obvious professions** that still align with their profile, broadening their horizons.

**Combining Data for Recommendations:** Our system will use the student’s top RIASEC themes, MBTI type, and strongest simulation skills to generate tailored career suggestions: - From the **RIASEC code**, we determine the general fields of interest (for example, *Social + Artistic* might point toward education, counseling, or design fields; *Investigative + Realistic* might suggest science and engineering careers, etc.). Career databases (like O*NET or the Strong Interest Inventory results) can provide a list of occupations that match each Holland Code*[*[14]*](https://careerassessmentsite.com/tests/strong-tests/strong-interest-inventory-high-school-profile/#:~:text=Occupational%20Scales)*. We will leverage those mappings. - From the* *MBTI type, we glean work style and environment preferences (e.g. an INFJ might prefer roles with meaning and helping others, an ESTP might enjoy dynamic, fast-paced work). We can incorporate known career tendencies for certain MBTI types (though gently, as MBTI is not destiny). For instance, if a student is ENFJ (a charismatic, leadership-oriented type), even if their interests are Artistic/Social, we might include leadership roles in those domains (like “Creative Director” or “Non-profit Program Manager”) in addition to individual contributor roles. - From the* *Simulation performance, we understand their demonstrated strengths. Did they excel at* Customer & Brand Perception*? That suggests they might thrive in marketing, sales, or any role requiring empathy with customers. Did they struggle with* Data Analysis\*? We might de-prioritize careers that are heavily data-centric or, if those careers match their interest, include them but flag that strong data skills will be needed (thus connecting to their development plan). Essentially, the simulation gives a sneak peek into their aptitudes: a student who shined in “Execution & Delivery” might enjoy operational roles or project management; one who was great at “Problem Structuring” could fit analytical strategist roles, etc. We will use these clues to fine-tune which roles to present first.

**Format of Recommendations:** Present the roles as a visually engaging list or grid of **career “cards.”** Each card would have: - **Job Title** (with maybe an icon or simple illustration, e.g. scales of justice for “Attorney”, a code bracket for “Software Developer”, a briefcase for “Product Manager”). - **Match Highlights** – one or two bullet points or a sentence explaining why this role is suggested *for this student*. This is crucial for relevance. For example: “**Data Analyst** – Fits your *Investigative* interest and uses your strong *Problem-Solving* skills” or “**Art Director** – Aligns with your *Artistic* interests and *ENFP* creativity, even if it’s not an obvious choice!” These explanations help the student draw connections between their results and the suggestion, making the recommendation feel personalized rather than random. - Perhaps a **“Explore” link** – a button or link on each card that could open a brief description of the role, projected growth, or even a short video/profile (this might link to an external career database or an internal modal popup). While not required, providing an easy next step to learn more can be very helpful for curious students.

We should list a mix of careers: some **directly related** to the simulation field and their top interest, and some **adjacent**. For example: - If the simulation was consulting-oriented and the student showed business acumen, obvious suggestions might be *Management Consultant, Marketing Specialist,* or *Business Analyst*. We would list those. - Adjacent suggestions might be *Product Manager* (uses similar skills of problem-solving and execution, but in tech companies) or *Entrepreneur* (if they showed initiative). - Non-obvious suggestions could be drawn from their interest code or MBTI: say the student is Artistic and Social (e.g. enjoys creative, people-centered work) but the simulation was business-focused – we might still suggest *Public Relations Specialist* or *Event Planner* as alternatives that combine creativity and people skills, even if the simulation didn’t directly cover those. This addresses the student who might think “I did well in a business sim but I actually like creative stuff – what can I do?”

Crucially, we will **include at least one or two careers the student likely hasn’t heard of** but which fit their profile, to expand their awareness. For instance, a student with high Investigative and high Social might get a suggestion like *“User Experience Researcher”* (mixes psychology and tech – not a typical high schooler’s radar, but a real job that fits analytical and people-oriented interests). We’ll make sure to label these as “You might not have considered this, but…” to pique curiosity. The variety of 20-40 occupations that interest assessments often provide is evidence that exploring beyond the obvious is beneficial[[14]](https://careerassessmentsite.com/tests/strong-tests/strong-interest-inventory-high-school-profile/#:~:text=Occupational%20Scales). Our list will be shorter (perhaps 5–7 key suggestions to avoid overload), but we’ll aim for diversity.

**Table: Example Role Suggestions and Rationale**

| **Suggested Role** | **Why It Fits You** (example rationale) |
| --- | --- |
| **Management Consultant** | *Aligns with your Enterprising & Investigative interests.* Utilizes your high **Problem Structuring** skill to solve business challenges in a client-facing role. |
| **Data Scientist** | *Matches your Investigative interest.* Leverages analytical skills (and would further develop your **Data Analysis** area). Many INTJ/INTP types thrive in this role (independent, logic-driven work).[[15]](https://personalityjunkie.com/holland-code-riasec-career-interests-myers-briggs-types/#:~:text=Image%3A%20Investigative%20Career%20Scholar) |
| **Marketing Coordinator** | *Taps into your Social and Artistic sides.* Your strong **Customer Insight** score suggests you’d excel at understanding audience needs and creative brand communication. |
| **Project Manager** | *Draws on your Execution & Delivery strength.* As an ENFJ, your natural leadership and organization would shine in coordinating projects and teams. |
| **UX Researcher** | *An unconventional option:* Combines psychology and tech. Fits your **Social** interest (understanding users) and uses **Investigative** skills to analyze data – a path to consider given your high curiosity. |
| **Entrepreneur / Startup Founder** | *Adjacent path:* If you enjoy variety and leadership, starting your own project might appeal. Your Enterprising nature and willingness to tackle high-stakes decisions (as seen in the sim) align with entrepreneurial roles. |

*Table: Sample career suggestions for a hypothetical student with a business-oriented simulation performance, Investigative/Social interests, and an ENFJ personality. Each suggestion is accompanied by a brief explanation tying it back to the student’s profile.*

The actual suggestions on the page would be tailored in real-time to each student’s data, but the above gives an idea of how we’ll justify each role. Notice that even for the “Data Scientist” suggestion, we transparently note it would require improving data analysis (turning a potential weakness into a career development goal). This shows students that a weakness isn’t a dead end, just something to work on for a career they find interesting.

**Adjacent and Non-Obvious Professions:** The inclusion of roles like *UX Researcher* or *Entrepreneur* in the example demonstrates how we introduce less obvious options. These roles might not be in the forefront of a teen’s mind (they might think of “doctor, lawyer, engineer, teacher” as common careers). By suggesting a role slightly off the beaten path that still fits their profile, we encourage exploration. We might mark these with a small icon or note like “✨ **Explore this!**” to denote it as a cool, lesser-known path that suits them. The Strong Interest Inventory’s occupational scales compare a student to people satisfied in a wide variety of jobs[[14]](https://careerassessmentsite.com/tests/strong-tests/strong-interest-inventory-high-school-profile/#:~:text=Occupational%20Scales) – we are essentially mimicking that by saying “people like you often find success in [X role], even if it’s not a typical choice.”

**Presentation & UI:** The career suggestion section should feel upbeat and empowering. Title it something like “**Career Paths for You**” or “**Where Could You Go from Here?**” Use an encouraging tone: *“Based on your results, you might thrive in these roles. Click on any career to learn more.”* The cards layout (perhaps a 2-column grid on desktop, 1-column on mobile) with visuals will make it inviting. Each card’s background could be lightly shaded or have a representative image (careful with not using real people’s photos unless generic icons due to privacy). Maybe we use simple flat illustrations (e.g., a gavel for legal, a stethoscope for medical, etc.) or even cartoon-style avatars in different uniforms – something visually appealing to a teen.

To avoid overwhelming them, we will list around 5–7 suggestions initially, with an option to “See more” if we have more (this could expand the list or link to a more comprehensive career exploration tool). High school students might have limited patience, so we put the best-fit ones first. And because we tie each to aspects of their profile, even if they aren’t interested in the career itself, they gain insight into what parts of their profile are valuable to different jobs.

Lastly, it’s worth noting that suggesting careers based on personal assessments should be done responsibly. We will include a disclaimer or guidance such as: *“These suggestions are a starting point for exploration – not absolute answers. You might resonate with some more than others, and that’s okay!”* This frames it as a friendly guide rather than a prescription, keeping the student in control of their journey.

## 5. Personalized Development Advice for Each Performance Area

Insight into one’s current skills is only valuable if it’s coupled with guidance on **how to improve**. In this section, we transform weaknesses into actionable next steps and even suggest how to further boost strengths. Personalized development advice will be presented for each major performance area from the simulation (and possibly for relevant soft skills), in a way that is **motivating, specific, and teen-appropriate**. Research shows that *personalized feedback can increase student engagement by acknowledging progress and giving clear guidance on improvement*[[16]](https://www.meegle.com/en_us/topics/ai-driven-personalization/ai-powered-personalized-student-feedback#:~:text=their%20teaching%20strategies,large%20volumes%20of%20data%2C%20making). We’ll do exactly that.

**Format & Tone:** We’ll create a subsection titled **“Personal Development Plan”** or **“Next Steps for Growth”**. This could appear right below the performance chart, or as a sidebar next to it, so that as soon as they see a low score, the remedy is already provided alongside. The advice will be broken down by skill area, using either a short paragraph per skill or a bullet list of tips under each skill name. A concise table might also be used for clarity. For example:

| **Skill / Competency** | **Your Performance** | **Personalized Tips to Improve** |
| --- | --- | --- |
| **Data Analysis** | 3/10 *(Needs improvement)* | – **Build Fundamentals:** Take an introductory online course in data or statistics (e.g. Khan Academy or Codecademy).<br>– **Practice:** Join the school STEM club or try puzzles/case studies that involve analyzing charts and numbers.<br>– **Apply in Real Life:** Offer to help a teacher or club with a small research project to practice analyzing data. |
| **Problem Structuring** | 8/10 *(Strength)* | – **Keep Sharpening:** Continue with more complex case puzzles (try case interview prep resources for fun).<br>– **Mentor Others:** You might help classmates brainstorm solutions in group projects – teaching others will reinforce your skill.<br>– **Explore:** Look into joining a debate or business competition team where you can apply your structured thinking under pressure. |
| **Customer & Brand Insight** | 9/10 *(Strength)* | – **Enrich This Talent:** Perhaps take a role in your school’s marketing or yearbook committee to further use your knack for understanding what people like.<br>– **Certification:** Consider a free online course in marketing/psychology to deepen your understanding of consumer behavior.<br>– **Shadowing:** If possible, shadow a professional in marketing or attend a teen marketing workshop to see how this skill applies in real careers. |
| **Execution & Delivery** | 6/10 *(Moderate)* | – **Boost Organization:** Start using a planner or project management app for your school assignments to practice meeting deadlines.<br>– **Leadership Opportunity:** Volunteer to lead a small project (school event or club activity) – it will push you to plan and execute tasks, improving this skill.<br>– **Ask for Feedback:** When you do projects, ask a teacher or parent for feedback on how you managed time and tasks, so you can identify where to improve (e.g., avoiding procrastination, breaking tasks into steps). |

*Table: Development tips tailored to each performance area. This example shows a student’s scores and a mix of tips to improve weak areas and further develop strong ones.*

The advice in the table (or list) will be tailored to the individual’s context. Key characteristics of these tips:

* **Specific and Actionable:** Each tip is something the student can realistically do. For instance, *“take an online course on data analysis”* (with a suggestion of platform) is concrete. Or *“join the debate club to improve communication”* – a very specific action. This avoids vague advice like “communicate better” which leaves a teen wondering *how*. We provide a road map.
* **Resource-Linked:** Where possible, we will mention free or easily accessible resources. High school students may not know where to start, so we’ll name-drop things: Khan Academy, Coursera, local library workshops, school clubs, etc. (In the actual UI, these could even be hyperlinks so they can click through to, say, a recommended beginner course or the sign-up page of a relevant club if the platform allows.) Career centers often provide resources to improve on each competency[[17]](https://careercenter.fresnostate.edu/channels/develop-your-career-readiness-skills/#:~:text=Employers%20are%20looking%20for%20Fresno,resources%20to%20improve%20them%20below), and we are mirroring that approach.
* **Encourage Growth Mindset:** The tone will emphasize that skills can be improved with effort – a low score is *not* fixed. For example, *“Needs improvement”* is phrased instead of “poor”, and every weakness tip starts with a positive action (build, practice, apply). We reinforce that they *can* get better and even offer examples of progress (“e.g., each time you do X, you’ll get faster/better at Y”). This aligns with motivational feedback practices for youths[[16]](https://www.meegle.com/en_us/topics/ai-driven-personalization/ai-powered-personalized-student-feedback#:~:text=their%20teaching%20strategies,large%20volumes%20of%20data%2C%20making).
* **Leverage Strengths:** We won’t ignore high scores; we’ll provide *“keep it up”* advice so they continue to challenge themselves. Teens with a talent might get bored if not encouraged to stretch it further. For instance, a student great at Communication could be advised to take on a leadership or public speaking opportunity to capitalize on that strength. This not only feels good (recognition) but pushes them to excel even more. It also prevents the perception that only weaknesses get attention – we show that even strengths can grow (and that we noticed their good work).
* **Personalized to Profile:** Some advice can tie back to their interests or personality. If an introverted student needs to improve communication, we might suggest writing or one-on-one conversations first (leveraging their comfort zone) before, say, joining drama club, which might be too daunting. If a student’s MBTI shows they prefer hands-on learning (Sensing type, for example), we’ll favor tactile improvement ideas (like building something, or doing a concrete project) over abstract suggestions. This level of nuance shows the student that the advice isn’t one-size-fits-all, but really *for them*. For example, *“Since you’re a natural planner (J preference), try using that skill to schedule your study tasks and improve Execution.”* Small references like that make the feedback feel personal.
* **Time-frame and Measurability:** We can suggest activities that have a short-term goal (something they can try this semester) and some that are a bit longer-term (like a summer internship or online certification by year-end). This mix helps them have immediate next steps and also aspirational ones. We avoid any tip that the student couldn’t start acting on fairly soon.

**Presentation in Interface:** The development tips could be shown in a few ways for usability: - If using a **tabbed interface**, one tab could be “Development Advice” where all the tips reside, to avoid crowding the main results. But since the question asks to integrate everything cohesively, we might put it directly in the results page flow. - One idea is to use an **accordion UI**: list each skill as a section that can expand/collapse to show the tips. That way the student sees the list of skills (with an icon and their score) at a glance, and can click to drop down the advice for each. This avoids a wall of text, and allows them to focus on one skill at a time. - Alternatively, integrate tips contextually: e.g. in the performance radar chart, each axis label could be clickable to pop up the tips for that skill (this could be implemented via modal or tooltip). So if the student clicks on the “Data Analysis” label on the chart, a small overlay appears: “**Improve Data Analysis:** try XYZ…” This is advanced but very interactive. - The table format shown above could also be directly embedded if space permits (especially on desktop). On mobile, it might convert to stacked blocks per skill.

We will also incorporate **positive reinforcement** visuals: maybe a 👍 emoji or a green checkmark next to “Strength” areas, and a small target icon 🎯 next to “Growth area” labels. This maintains a friendly tone. Each skill section might even have a one-liner summary in bold like “*You’re great at this – keep it up!*” or “*You can improve this with practice*” before listing the tips, to set the tone.

Furthermore, linking these tips to external **resources and communities** can greatly benefit students. We could, for example, embed a link for “find local volunteer opportunities” if a suggestion is to volunteer (perhaps using a service like VolunteerMatch) or “watch this TED talk on growth mindset” if we want to inspire them generally. Since this is a product/UX design strategy, we won’t enumerate every possible link, but the idea is to connect advice with action. Even providing a downloadable “action plan” PDF that compiles their chosen tips could be a neat feature – something they can show a teacher or parent.

Finally, to ensure they actually read these tips, we’ll keep each one **short and scannable** (notice the use of bullet points and bold keywords in the examples). Teen attention spans are limited; chunking the advice helps. We’ll also try to make it upbeat: e.g. *“challenge yourself”, “try this fun activity”* instead of *“you must do homework”*. Aligning improvement with enjoyable or meaningful activities is key for teenagers’ buy-in.

By implementing personalized development advice, we fulfill the promise that the simulation is not a one-off experience but the start of a growth journey. This section effectively answers the student’s unspoken question: *“Okay, I know where I stand – now what can* *I* *do about it?”* The advice turns insight into action, which is empowering. Over time, if the platform allows, we could even let students tick off or rate these suggestions (like “I did this” or “This was helpful”) to increase interactivity further – but as a starting point, clear guidance and resources are a huge value-add.

## 6. Cohesive, User-Friendly Interface Integration

Bringing all these elements together into a single, coherent user interface is our final – and most important – step. The challenge is to present **rich information** (personality results, performance metrics, career suggestions, tips) in a way that feels natural and not overwhelming to a high school student. The solution lies in thoughtful layout, intuitive navigation, and maintaining an engaging tone/visual style throughout. Below are the key design and UX principles we’ll apply to integrate everything cohesively:

**Clear Sectioning and Navigation:** We will structure the results page into clear, scrollable sections with descriptive headers. For example: - **Profile Summary** – showcasing RIASEC and MBTI (as discussed in section 1). - **Performance Dashboard** – the simulation results and benchmark comparison (section 2). - **Career Suggestions** – the roles list (section 4). - **Development Plan** – tips and resources for growth (section 5).

Each section will begin with a friendly heading (e.g. “**Your Personality & Interests**”, “**Your Simulation Performance**”, “**Future Career Paths**”, “**Grow Your Skills**”). This helps students mentally organize the information and jump to what interests them most. Given teens may scroll quickly, having distinct visual separation (like different background shading or a decorative divider between sections) will signal a new section is starting.

We can also include a **sticky top menu or anchor links** to each section, so a student can click “Careers” or “Advice” and jump to that part of the page. This small navigation aid is useful if the page is long. It mirrors how report contents might be laid out, but in a web-friendly way.

**Consistent Visual Theme:** The entire interface will use a consistent color palette and typography that is teen-friendly – likely something modern and vibrant, but not kiddish. Perhaps a light background (like the current white/gray) with splashes of color for headings and charts. Icons and illustrations will share a common style (flat design, minimalist with bright accent colors, which is trendy and visually clean). By keeping styles uniform, the page feels like one product, not a patchwork of features. For example, if we use rounded card components for career suggestions, we’ll also use similar rounded boxes or highlights for the MBTI and RIASEC info at the top, giving a cohesive look.

**Avoiding Information Overload:** Even though we have many elements, we will design the layout such that the student isn’t confronted with *everything at once*. Key strategies: - **Progressive Disclosure:** Reveal detailed info as needed. The default view of each section should show the summary or most important info first, with details hidden or subdued. For instance, show the MBTI type and one-line description, but hide the full MBTI breakdown unless a “more” link is clicked. Or show the career cards with just the title visible, and the rationale text appears on hover or flip (like a card flip animation) or in an expanded state when clicked. This way the page initially looks simple, and only expands in areas the user cares about. Teens appreciate being in control and not having to sift through tons of text unless they choose to[[18]](https://www.nngroup.com/articles/usability-of-websites-for-teenagers/#:~:text=We%20derived%20130%20usability%20guidelines,triangulated%20findings%20across%20three%20methods)[[19]](https://www.nngroup.com/articles/usability-of-websites-for-teenagers/#:~:text=with%20each%20teen%E2%80%99s%20actual%20interests,and%20after%20usability%20sessions%2C%20as). - **Use of Columns and Panels:** On wider screens, we can utilize a two-column layout in places to avoid a single long column of text. For example, place the career suggestions grid next to the development tips (if screen width allows), so a student can see roles and advice side by side. On mobile, these would stack vertically, but on desktop it makes use of space and prevents excessive scrolling. The initial code had a left and right column for performance summary vs chart[[20]](file://file_000000008bec61f8ace982b25df62f15#:~:text=%3Cdiv%20class%3D%22dashboard,div)[[21]](file://file_000000008bec61f8ace982b25df62f15#:~:text=%3Cdiv%20class%3D%22right,canvas%3E%20%3C%2Fdiv%3E%20%3C%2Fdiv%3E%20%3C%2Fdiv); we will adopt a similar approach throughout where feasible. Perhaps the Profile Summary (personality results) can be a side panel while the Performance chart is on the right, etc. However, we’ll be cautious not to create a cluttered look – whitespace is our friend to keep it airy. - **Visual Hierarchy:** We’ll use typography and color to guide the eye. For example, the student’s name and “Congratulations” message at the top can be a large, welcoming text (as it is). Section headings will be bold and maybe a bit playful (maybe use a slightly larger font or a consistent icon). Within each section, we emphasize key words: e.g., in the development tips, bold the skill name or action verbs. The most important numbers (like their score vs benchmark) can be in a larger font or highlighted color. By designing with hierarchy, a scanning student can glean the gist: *“I’m ENFP and Artistic/Social, my top skill is Customer Insight, I might be a Marketing Coordinator, and I should improve Data Analysis by taking a course.”* Even without reading everything word-for-word, those elements will pop out. - **Teens as Co-Designers:** We will implicitly follow teen UX guidelines such as *“don’t talk down to teens”*[[22]](https://www.nngroup.com/articles/usability-of-websites-for-teenagers/#:~:text=,30). Our language throughout the interface is respectful and peer-like. We avoid overly formal or academic tone. It can be slightly conversational (“Great job on this!” or “Ever thought about…?”) to build a rapport, but still professional enough that they trust the content. Any explanatory text will be concise – if a concept needs more info (like “what is MBTI?”), we hide it behind an info icon or hyperlink to not clutter the main view.

**Interactivity and Engagement:** To make the whole page feel cohesive and interactive: - We have confetti on load for celebration – we could extend that concept by perhaps congratulating the student on something specific (“Kudos, you solved a tough simulation!”). - We might include a few **interactive questions or checkpoints** embedded, like a self-reflection prompt: “Does this career sound interesting to you? ✅ Yes / ❓ Maybe I need to learn more.” This turns the report into a mini-guided experience. For example, under each career suggestion card, a small thumbs-up or thumbs-down button could let them mark their interest. This not only engages them but could feed back into the system (for future recommendations). Even if just for the student’s own benefit, it makes them pause and consider each suggestion, which is a more active process. - The interface should also be **mobile-friendly**, since teens often use phones. All charts (via Chart.js or similar) should be responsive (the code already shows responsiveness settings[[23]](file://file_000000008bec61f8ace982b25df62f15#:~:text=responsive%3A%20true%2C%20maintainAspectRatio%3A%20true%2C%20layout%3A,)[[24]](file://file_000000008bec61f8ace982b25df62f15#:~:text=scales%3A%20,size%3A%2012)). We’ll use large tap targets for any buttons or cards (per mobile usability best practices). If using hover effects (which don’t work on touchscreens), we’ll ensure there’s an equivalent tap behavior.

**Cohesion Between Sections:** We will cross-reference sections to show it’s one narrative. For instance, if a career suggestion is clicked, and that career strongly relates to a skill the student needs to improve, the popup could say “improving your **Data Analysis** skills (see tips below) will help you in this career.” Or the development tips section might explicitly mention a career: “Strengthen this skill – for example, Data Analysis is critical if you want to become a Data Scientist (one of your suggested careers!).” These little pointers create a thread connecting personality → performance → career → development. It feels like all parts of the page are talking to each other rather than isolated modules. This also reinforces key points by repetition in context.

Another way to integrate is through **storytelling** in the copy. We might add a short narrative paragraph at the top of the results, something like: *“You approached the simulation as an ENFP, bringing creativity and people-skills to the table. It’s no surprise that you excelled in the customer-focused aspects! Below, we’ll explore how those same traits point toward careers where you could shine, and how to build up areas like data analysis to reach your goals.”* This kind of overview paragraph (perhaps right under the “A Noble Effort” congratulations message[[25]](file://file_000000008bec61f8ace982b25df62f15#:~:text=%3Cdiv%20class%3D%22header,div)) can set the stage and weave together the various threads – personality, performance, careers, and growth – in a teen-friendly way. It helps the student see themselves as the protagonist of this “career exploration story” we’re telling with the data. A narrative touch can increase engagement by making the results feel personalized and coherent, rather than a disjointed dump of info.

**Testing with Teens:** To ensure the interface is truly user-friendly for high schoolers, we would plan to test the prototype with a few students. Teens can be brutally honest if something is confusing or boring. We’d watch how they interact – do they notice the career suggestions section or scroll past it? Do they understand the radar chart or do we need to add a one-sentence guide? Observing them would let us refine things like wording (maybe “Execution & Delivery” might confuse; we might change it to “Task Execution” or something simpler if so), or if they feel the page is too long, we might break it into sub-pages. The Nielsen Norman Group findings remind us that *teens may be confident but not always effective on complex sites*[[12]](https://www.nngroup.com/articles/usability-of-websites-for-teenagers/#:~:text=Summary%3A%C2%A0%20Teens%20are%20,and%20require%20simple%2C%20relatable%20sites), so simplicity and clarity cannot be overemphasized.

**Privacy and Sensitivity:** Since this page deals with personal assessment results, we’ll keep it a private, secure page. There may be an option to share or print a summary, but by default it’s for the student’s eyes (and perhaps their counselor or parent if they choose to share). All the content is positive or constructive, and we’re careful not to pigeonhole or negatively label the student. For instance, we wouldn’t put a giant “LOW PERFORMANCE” tag anywhere – instead, the interface uses gentle language like “area for development” which it already does[[9]](file://file_000000008bec61f8ace982b25df62f15#:~:text=%3Cdiv%20class%3D%22info,div). This maintains the student’s confidence and willingness to engage with the content without feeling embarrassed or discouraged.

In conclusion, the cohesive interface will feel like an **interactive report tailored for a teenager** – lively but not childish, informative but not preachy. Each piece (RIASEC/MBTI, performance, careers, tips) connects logically to the next, creating a narrative of *“Who you are, how you did, where you could go, and how to get there.”* The design ensures that this journey is easy to follow and exciting to explore. By prioritizing a teen’s user experience – straightforward content, relatable presentation, and empowerment through choice – we create a results page that not only informs but also inspires action and self-discovery, supporting the ultimate goal of career exploration.

**References:**

* Holland’s RIASEC model and MBTI often used together in career planning[[1]](https://personalityjunkie.com/holland-code-riasec-career-interests-myers-briggs-types/#:~:text=After%20identifying%20your%20top%20two,for%20your%20best%20career%20match)[[2]](https://careered.stanford.edu/jobs-internships/explore-careers/know-yourself#:~:text=Myer). Aligning work environments with one’s RIASEC interests can improve performance and satisfaction[[4]](https://workforce.org/san-diego-jobs/my-next-move-2/riasec/#:~:text=The%20RIASEC%20framework%20uses%20six,and%20match%20them%20with%20careers)[[3]](https://careered.stanford.edu/jobs-internships/explore-careers/know-yourself#:~:text=Strong%20Interest%20Inventory).
* Radar charts are effective for comparing an individual’s performance to another dataset (e.g. professional benchmark) across multiple variables[[8]](https://www.indeed.com/career-advice/career-development/radar-charts#:~:text=usability%2C%20quality%2C%20appearance%2C%20advertising%2C%20durability,and%20effectively%20reading%20your%20own).
* Teen UX design research emphasizes simplicity, clarity, and not overwhelming the user[[12]](https://www.nngroup.com/articles/usability-of-websites-for-teenagers/#:~:text=Summary%3A%C2%A0%20Teens%20are%20,and%20require%20simple%2C%20relatable%20sites)[[13]](https://www.nngroup.com/articles/usability-of-websites-for-teenagers/#:~:text=Teens%20are%20not%20technowizards%20who,can%20lead%20to%20disastrous%20outcomes).
* Career assessments like the Strong Inventory provide a broad range of occupation matches to encourage exploration of varied options[[14]](https://careerassessmentsite.com/tests/strong-tests/strong-interest-inventory-high-school-profile/#:~:text=Occupational%20Scales).
* Personalized feedback and resources are key to motivating improvement[[16]](https://www.meegle.com/en_us/topics/ai-driven-personalization/ai-powered-personalized-student-feedback#:~:text=their%20teaching%20strategies,large%20volumes%20of%20data%2C%20making)[[17]](https://careercenter.fresnostate.edu/channels/develop-your-career-readiness-skills/#:~:text=Employers%20are%20looking%20for%20Fresno,resources%20to%20improve%20them%20below), turning assessment into actionable learning.
* *ExploreYou* initial UI elements and data were considered (e.g. confetti celebration, summary of strengths/weaknesses)[[25]](file://file_000000008bec61f8ace982b25df62f15#:~:text=%3Cdiv%20class%3D%22header,div)[[9]](file://file_000000008bec61f8ace982b25df62f15#:~:text=%3Cdiv%20class%3D%22info,div) and expanded upon in this strategy.

[[1]](https://personalityjunkie.com/holland-code-riasec-career-interests-myers-briggs-types/" \l ":~:text=After%20identifying%20your%20top%20two,for%20your%20best%20career%20match) [[5]](https://personalityjunkie.com/holland-code-riasec-career-interests-myers-briggs-types/#:~:text=After%20identifying%20your%20top%20two,for%20your%20best%20career%20match) [[15]](https://personalityjunkie.com/holland-code-riasec-career-interests-myers-briggs-types/#:~:text=Image%3A%20Investigative%20Career%20Scholar) Holland Code (RIASEC) Career Interests & Myers-Briggs Types

<https://personalityjunkie.com/holland-code-riasec-career-interests-myers-briggs-types/>

[[2]](https://careered.stanford.edu/jobs-internships/explore-careers/know-yourself#:~:text=Myer) [[3]](https://careered.stanford.edu/jobs-internships/explore-careers/know-yourself#:~:text=Strong%20Interest%20Inventory) Know Yourself | Stanford Career Education

<https://careered.stanford.edu/jobs-internships/explore-careers/know-yourself>

[[4]](https://workforce.org/san-diego-jobs/my-next-move-2/riasec/#:~:text=The%20RIASEC%20framework%20uses%20six,and%20match%20them%20with%20careers) [[6]](https://workforce.org/san-diego-jobs/my-next-move-2/riasec/#:~:text=The%20six%20RIASEC%20themes%20are,of%202%20or%203%20themes) RIASEC - San Diego Workforce Partnership

<https://workforce.org/san-diego-jobs/my-next-move-2/riasec/>

[[7]](https://www.marketplace-simulation.com/compare-our-business-simulations/career-readiness-reports-parked/#:~:text=Give%20your%20students%20the%20targeted,data%20analysis%20does%20the%20rest) [[10]](https://www.marketplace-simulation.com/compare-our-business-simulations/career-readiness-reports-parked/#:~:text=Using%20game%20data%20from%20students,your%20students%E2%80%99%20strengths%20and%20weaknesses) Career Readiness Reports by Marketplace

<https://www.marketplace-simulation.com/compare-our-business-simulations/career-readiness-reports-parked/>

[[8]](https://www.indeed.com/career-advice/career-development/radar-charts#:~:text=usability%2C%20quality%2C%20appearance%2C%20advertising%2C%20durability,and%20effectively%20reading%20your%20own) Radar Charts: A Detailed Guide | Indeed.com

<https://www.indeed.com/career-advice/career-development/radar-charts>

[[9]](file://file_000000008bec61f8ace982b25df62f15#:~:text=%3Cdiv%20class%3D%22info,div) [[11]](file://file_000000008bec61f8ace982b25df62f15#:~:text=%3Cdiv%20class%3D%22info,div) [[20]](file://file_000000008bec61f8ace982b25df62f15#:~:text=%3Cdiv%20class%3D%22dashboard,div) [[21]](file://file_000000008bec61f8ace982b25df62f15#:~:text=%3Cdiv%20class%3D%22right,canvas%3E%20%3C%2Fdiv%3E%20%3C%2Fdiv%3E%20%3C%2Fdiv) [[23]](file://file_000000008bec61f8ace982b25df62f15#:~:text=responsive%3A%20true%2C%20maintainAspectRatio%3A%20true%2C%20layout%3A,) [[24]](file://file_000000008bec61f8ace982b25df62f15#:~:text=scales%3A%20,size%3A%2012) [[25]](file://file_000000008bec61f8ace982b25df62f15#:~:text=%3Cdiv%20class%3D%22header,div) index.html

<file://file_000000008bec61f8ace982b25df62f15>

[[12]](https://www.nngroup.com/articles/usability-of-websites-for-teenagers/#:~:text=Summary%3A%C2%A0%20Teens%20are%20,and%20require%20simple%2C%20relatable%20sites) [[13]](https://www.nngroup.com/articles/usability-of-websites-for-teenagers/#:~:text=Teens%20are%20not%20technowizards%20who,can%20lead%20to%20disastrous%20outcomes) [[18]](https://www.nngroup.com/articles/usability-of-websites-for-teenagers/#:~:text=We%20derived%20130%20usability%20guidelines,triangulated%20findings%20across%20three%20methods) [[19]](https://www.nngroup.com/articles/usability-of-websites-for-teenagers/#:~:text=with%20each%20teen%E2%80%99s%20actual%20interests,and%20after%20usability%20sessions%2C%20as) [[22]](https://www.nngroup.com/articles/usability-of-websites-for-teenagers/#:~:text=,30) Teenager’s UX: Designing for Teens - NN/G

<https://www.nngroup.com/articles/usability-of-websites-for-teenagers/>

[[14]](https://careerassessmentsite.com/tests/strong-tests/strong-interest-inventory-high-school-profile/#:~:text=Occupational%20Scales) Strong Interest Inventory High School Profile | Strong Test

<https://careerassessmentsite.com/tests/strong-tests/strong-interest-inventory-high-school-profile/>

[[16]](https://www.meegle.com/en_us/topics/ai-driven-personalization/ai-powered-personalized-student-feedback#:~:text=their%20teaching%20strategies,large%20volumes%20of%20data%2C%20making) AI-Powered Personalized Student Feedback

<https://www.meegle.com/en_us/topics/ai-driven-personalization/ai-powered-personalized-student-feedback>

[[17]](https://careercenter.fresnostate.edu/channels/develop-your-career-readiness-skills/#:~:text=Employers%20are%20looking%20for%20Fresno,resources%20to%20improve%20them%20below) Develop Your Career Readiness Skills – Career Development Center | California State University, Fresno

<https://careercenter.fresnostate.edu/channels/develop-your-career-readiness-skills/>