

Miss Sampe | ID number  
01 Dec 2014

EXPERT

# EXTENDED REPORT

CAREERS BATTERY





# REPORT STRUCTURE

The Extended Report presents Miss Sample's profile results in the following sections:

## 1. Guide to Using This Report

- Introduction
- The Extended Report
- Reference Group (Norm) Used

## 2. Personal Work Needs

- Personal Work Needs Profile Chart

## 3. Personal Qualities

- Interpersonal Style
- Thinking Style
- Coping Style

## 4. Career Interests

- Career Interests Profile Chart

## 5. Occupational Interests

## 6. Reasoning Assessment

- General Reasoning Profile
- Verbal Reasoning
- Numerical Reasoning
- Abstract Reasoning

## 7. Suggestions for Vocational Exploration

- Job recommendations for highest career interest area
- Job recommendations for second highest career interest area
- Job recommendations based on a combination of top two interest areas

## 8. Career Search Tips: Next Steps

- Step One: Information Gathering
- Step Two: Developing skills
- Step Three: Keeping ahead of job search activity

## 9. Occupational Exploration Guide

- Step One: Explore personal work preferences
- Step Two: Identify occupations of interest
- Step Three: Research occupations of interest
- Step Four: Create an action plan



## DISCLAIMER

This is a strictly confidential assessment report on Miss Sample which is to be used under the guidance of a trained professional. The information contained in this report should only be disclosed on a 'need to know basis' with the prior understanding of Miss Sample.

This profile arises from a self-report questionnaire and ability tests and must be interpreted in the light of corroborating evidence gained from feedback and in the context of the role in question taking into account available data such as performance appraisals, actual experience, personality preferences, values, motives and skills. As such the authors and distributors cannot accept responsibility for decisions made based on the information contained in this report and cannot be held directly or indirectly liable for the consequences of those decisions.



# GUIDE TO USING THIS REPORT

## INTRODUCTION

The Careers Assessment is a battery of tests developed for career guidance situations. It comprises of the Occupational Interest Profile (OIP) and the General Reasoning Test (GRT2).

The OIP is partially based on the pioneering work of John Holland in the area of general career themes. In addition the OIP also includes personality characteristics, which assesses how well suited individuals are to different environments.

The General Reasoning Test (GRT2) assesses the ability to reason using words, numbers and abstract concepts. It has been specifically designed to discriminate between candidates of average ability, whose aptitude is being assessed for general level employment and training. Tests such as the General Reasoning Test have consistently been found to be the best single predictor of both performance and trainability in roles that require a good level of general mental ability.



Career guidance requires advisors and respondents to investigate three areas which may affect career choices; these are work needs, career interests and skills.



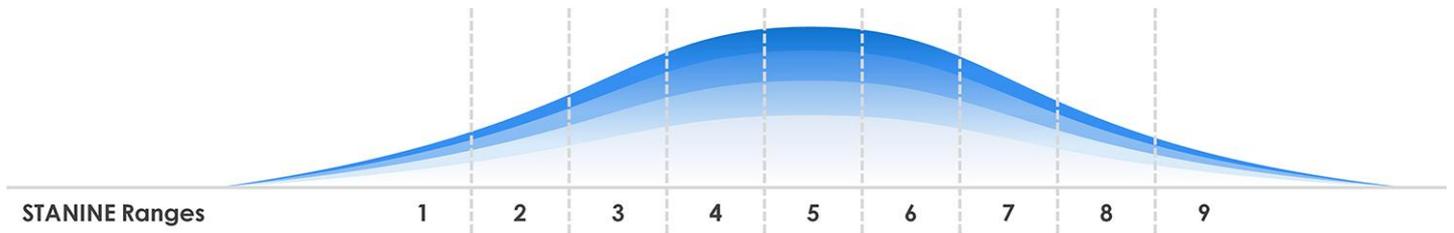
## THE EXTENDED REPORT

This report provides career-relevant information for the respondent in five main areas: personal work needs, career interests, reasoning abilities, suggestions for vocational exploration career search tips.



## REFERENCE GROUP (NORM) USED

A reference group is used to evaluate Miss Sample's results. Her results are presented as standardised STANINE scores with Mean=5 and SD=2 as demonstrated in the following chart.



The following norms were used to generate this report:

| Test                                       | Norm Used                          | Sample Size |
|--|------------------------------------|-------------|
| <b>Occupational Interest Profile (OIP)</b> | SA General Population              | 1145        |
| <b>Verbal Reasoning (GRT2V)</b>            | SA General Population Updated 2010 | 17207       |
| <b>Numerical Reasoning (GRT2N)</b>         | SA General Population Updated 2010 | 16667       |
| <b>Abstract Reasoning (GRT2A)</b>          | SA General Population Updated 2010 | 17922       |



# PERSONAL WORK NEEDS

Below is a chart of Miss Sample's personal work needs. Most people will be about medium in their needs and your high and low needs are those which set you apart from others around you. The meaning of the chart is explained in words below the chart.

## PERSONAL WORK NEEDS PROFILE CHART





## PERSONAL QUALITIES

### INTERPERSONAL STYLE

You are not a very assertive person and you usually try to avoid criticising other people unless it is really necessary to do so. You are a fairly understanding and considerate person who is sensitive to other people's feelings. As a rule you dislike conflict and you will try to avoid disagreements between people. If someone has made a mistake, you may avoid mentioning it rather than bring it up and possibly upset the other person. When faced with people who are arguing and disagreeing with each other, you will try to smooth things over and reach a solution which everyone is happy with. You may be inclined however to give in a little too easily to other people. As a result you may find it difficult at times to get your own way, particularly if the other person is difficult or strong willed.

Wanting a quiet life, you are likely to appear to give in to other people, pretending that you agree with them while privately you have not really changed your mind. You are a fairly good listener and you will often prefer to sort out people's problems, rather than be responsible for making sure that work is completed on time. You generally prefer not to take the lead, feeling uncomfortable when you have to tell other people what to do. Because of this, management is unlikely to interest you much at the moment.

You are a little less sociable and outgoing than most people and will tend to prefer working on your own, rather than being part of a team. You do not have a very strong need for other people's company and you have a less than average need to belong to a group. Despite this, you are not shy and you are not likely to actively avoid people. While you do not usually make the first move when getting to know new people, once you have broken the ice you will be quite warm and friendly. Although people would not describe you as a loner, you may prefer to spend time alone if you are given the choice. As a result, you are likely not to enjoy a job which involves continually meeting new people, and will possibly prefer to work with a small group of people you can get to know well.

### THINKING STYLE

You are likely to act on the spur of the moment rather than plan ahead. At times you may not follow rules and set procedures, preferring to do things your own way. In addition, if you think that a rule does not make sense, you are likely to question it. Some people may think that you do not have enough respect for authority and you are likely to think that respect has to be earned. You may not enjoy jobs which require attending to detail and as a result when you have to attend to detail you are likely to make careless mistakes. You are not very self-disciplined or controlled and you are not likely to see boring or repetitive tasks through to the end. You are a fairly unconventional person who is not likely to value traditional views and opinions. In fact, you may often question or disagree with a point of view simply because you think it is old fashioned.

You quite enjoy taking risks and you certainly would not avoid doing something you wanted to do simply because it was dangerous. Other people may see you as a fairly adventurous person and as someone who possibly enjoys taking a chance. You are likely to believe that those who take some risks get the most out of life. As a result you will be prepared to take a risk if you want to. You are not a very cautious, safety conscious person and sometimes you may do things which are a little dangerous. With your sense of adventure and your need for variety and excitement you may become a little bored with jobs which are very predictable. As a result you may want to look for a job which offers variety and change, possibly even a little risk and or danger.

### COPING STYLE

You are slightly less calm and able to control your feelings than most people. As such you may tend to be a little moody and touchy at times. You are a little more temperamental and emotional than some people and you may sometimes be easily upset by other people's thoughtless comments. You are relatively sensitive to other people's opinions of you and you may be a little more easily hurt than most people. As a result you may have some difficulty accepting criticism, even if it is well meant. You may be inclined to worry and at times you may feel anxious or tense about things which would not worry other people. As a result you may at times doubt your own abilities and worry a little about possible failure.



# CAREER INTERESTS

Below is a chart of your career interests. Most people have scores around the middle so it is the high and the low interests which tells us about how you differ from the 'average' person.

## CAREER INTERESTS PROFILE CHART

| Scale   | Score | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|-------|---|---|---|---|---|---|---|---|---|
| <b>ARTISTIC</b><br>Activities involving creative/artistic skills.                             | 4     |   |   |   | 4 |   |   |   |   |   |
| <b>PRACTICAL</b><br>Activities involving engineering, machine tools, the use of machinery.    | 34    |   |   |   | 5 |   |   |   |   |   |
| <b>SCIENTIFIC</b><br>Activities involving the understanding of natural and physical sciences. | 31    |   |   |   | 6 |   |   |   |   |   |
| <b>ADMINISTRATIVE</b><br>Activities involving administration and well established procedures. | 35    |   |   |   | 6 |   |   |   |   |   |
| <b>NURTURING</b><br>Activities centred on helping and caring for others.                      | 30    |   |   |   | 4 |   |   |   |   |   |
| <b>LOGICAL</b><br>Activities involving problem solving and analytical skills.                 | 28    |   |   |   | 3 |   |   |   |   |   |
| <b>PERSUASIVE</b><br>Activities involving persuasive skills and interaction with customers.   | 20    |   |   |   | 2 |   |   |   |   |   |



# OCCUPATIONAL INTERESTS

## Artistic/Creative

*Activities involving creative/artistic skills.*

Having a fairly low level of interest in creative, artistic activities you will possibly show a lack of interest in art, drama and other cultural pursuits. Having low to moderate artistic sense you will probably not fully appreciate the finer points of design, but you are likely to see the value of work which appeals to you. With this fairly low level of interest in creative matters it is unlikely that careers such as architecture, art and design etc. will appeal to you. However, as your level of interest in artistic/creative activities is not extremely low it may be possible that the artistic content of other less directly related occupations would interest you. It may be possible that you have interpreted the questions as being directly related to fine art subjects and have not considered the more practical applications of creative talent.

## Practical/Mechanical

*Activities involving engineering, machine tools, the use of machinery and other practical occupations.*

Being moderately interested in practical and mechanical types of work, you may possibly have some interest working with your hands. You may show some interest in how things work but you are unlikely to enjoy mending household electrical appliances, bicycles etc. This of course implies that you may not be interested in crafts, trades in the building industry or engineering. A large number of less directly related occupations have practical elements, i.e. hairdressing. You may wish to consider whether your moderate level of interest is more associated with construction/engineering, or whether your this level of interest would apply to other less manual or physically demanding jobs which may require working with your hands. This area may be worth considering as you have expressed some interest in working with your hands otherwise your interest score would possibly have been lower.

## Scientific/Investigative

*Activities involving the understanding of natural and physical sciences.*

The links between science and industry, between theory and its application to technology and the manufacturing industries are evident in most occupations encompassing biology, chemistry, mathematics, physics, geology, psychology etc. Scientists and those working in science/research departments are employed in the following areas; research and development (discovery, problem solving and the development of new products); analysis and investigation (the formulation and testing of ideas through controlled experiments); production (the cost effectiveness of practical application, efficiency and quality); and technical sales and servicing (the specialist knowledge required in the sale and use of complex scientific equipment). The academic entry requirement for scientific and technical work is high and dependent upon the chosen field. A good mathematical ability is a necessity and ongoing learning/study is usually a requirement. Clear and logical thought processes are necessary with an ability to implement practical experiments and techniques that can be understood and repeated by others.

You show a moderate level of interest in scientific careers and may not be very interested to learn about physics, chemistry or biology based topics. Because of your moderate interest in the natural sciences you are fairly unlikely to consider laboratory work, chemical engineering, metallurgy, medicine etc. when looking for a career. You may possibly not show a great deal of enthusiasm for science in general.

## Administrative/Clerical

*Activities involving administration and well established procedures.*



Administrative skills are a requirement of most occupations, in one form or another, as paperwork, business and office procedures are a necessary requirement of both small and large organisations. The primary function of information processing can be found in the clerical, administrative and office service sections of all commercial, industrial and service organisations. The degree of specialisation required for entry into jobs which deal with the processing of certain types of information must be taken into account, for example, insurance, finance, medical or travel industries. Further education and/or training in information processing, i.e. word processing, typewriting, shorthand, computer literacy and business and administrative skills may be necessary to gain employment in this field.

The job roles related to business administration should be considered thoroughly, i.e. if it is a sedentary role, are you prepared to sit and work at a desk for most or all of the day; if it is an accounts role, do you understand the need for a degree of competence and interest in figure work; if the role includes filing duties, are you prepared to carry out essential routine tasks. It is a requirement of most administrative positions to be of smart appearance as image and first impressions are important in the business world. The processing of information of any kind invariably requires the need to communicate, both verbally and in writing, with other employees, at all levels, and with outside contacts, i.e. customers, suppliers, associates etc. Therefore, a pleasant and competent telephone manner coupled with a degree of literacy may be essential.

Jobs in finance, insurance and accountancy, for example, require fairly high levels of numerical ability and detail consciousness. Although a large number of organisations use computerised systems these are open to human error or system failure and therefore good numerical ability may be essential. Good numerical critical reasoning is essential in order to extract vital or relevant information from documents or tabulated tables. Insurance clerks regularly use numerical tables to calculate insurance premiums etc. Accounts clerks use various ledgers and documents and at times have to extract information in order to produce, weekly/monthly statistics, balance sheets, final accounts etc. Jobs in finance etc. may be very routine, tedious and require high levels of detail consciousness. The need to work free from distractions may at times make some of these jobs fairly isolated.

You show a moderate level of interest in clerical/administrative work and you possibly may not enjoy a job which involves a lot of office work. As a result such jobs as bank clerk, librarian, secretary, typist etc. may not be of interest to you. You may not enjoy working at a desk for long periods and you will possibly want to avoid long periods of repetitive work of a paper and pencil or keyboard kind. Because of an average level of interest it may be worth considering the administrative content of jobs in your areas of high interest. A large number of jobs have some clerical duties attached to them but you are likely to be quite happy to carry out these minor tasks if they are connected to your interests.

## Nurturing/Caring

*Activities centred on helping and caring for others.*

You show little interest in careers which involve caring for people such as teaching, nursing, social work etc. While you may well be interested in people you may not be highly motivated to help them as part of a job. It may be that you have not considered the caring aspects of other jobs such as hospital porter, hairdressing and indeed any job with customer contact. You have possibly related the questions to direct nursing type jobs and may be quite happy to deal with people in your areas of interest.

## Logical/Computational

*Activities involving problem solving and analytical skills.*

You show little interest in careers which involve working with numbers and problem solving. It is very likely that mathematics and computer studies hold little appeal for you and an effort will be made to keep clear of those jobs which seem to require these skills. Such work might include accounting and accounts clerk, engineering and computing. Although computing may not interest you, other areas such as word processing may be of interest if your clerical/administrative interest is fairly high. A large number of jobs involve working with numbers including shop work, engineering, administration etc., therefore you should consider the numerical content of jobs which may appeal to you.



## Persuasive/Influential

*Activities involving persuasive skills and the control of others.*

You are somewhat adverse to work which requires you to sell to either individuals or groups or having to constantly convince them that what you have to offer may suit their requirements. Many occupations which do not involve direct selling involve having to present information in a convincing and persuasive manner. As a result you may wish to avoid jobs which include an amount of direct or indirect selling. Such jobs may include canvassing, telesales, retail work, consultancy etc.



# REASONING ASSESSMENT

## GENERAL REASONING PROFILE

| Scale | Description                 | Raw | Att. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | T Score | %ile |
|-------|-----------------------------|-----|------|---|---|---|---|---|---|---|---|---|---------|------|
| VR2   | Verbal General Reasoning    | 9   | 35   |   |   | 3 |   |   |   |   |   |   | 40      | 16   |
| NR2   | Numerical General Reasoning | 6   | 25   |   |   |   | 4 |   |   |   |   |   | 44      | 29   |
| AR2   | Abstract General Reasoning  | 3   | 25   | 1 |   |   |   |   |   |   |   |   | 32      | 4    |

You scored about average over the three reasoning tests compared to the norm. This means you will be as able to understand things and learn as quickly as most other people. A lot of effort may however be required in order to pass examination based courses.

**Norms Used:**

**Verbal Reasoning** = 17207 SA General Population Updated 2010

**Numerical Reasoning** = 16667 SA General Population Updated 2010

**Abstract General Reasoning** = 17922 SA General Population Updated 2010

### Verbal Reasoning

The Verbal Reasoning Test assesses a person's ability to use words in a logical way. Consisting of items which involve an understanding of vocabulary, class membership and the relationships between words, this test measures the ability to perceive and understand concepts and ideas expressed verbally. While this test is a measure of reasoning ability rather than educational achievement, it is nonetheless generally recognised that verbal reasoning test scores are sensitive to educational factors.

Compared to the chosen reference group Miss Sample's performance on the Verbal Reasoning Test indicates that she has a 'below average' level of reasoning ability. This suggests that her verbal reasoning ability is unlikely to be as strong as that of most staff in general level employment. As a result, she is likely to have less ability than many staff to understand complex verbal concepts, to perceive the relationships between these and deduce their logical consequences. While her command of language would not be expected to be unduly poor, she is nonetheless likely to experience some difficulty fully comprehending complex logic and subtle shades of meaning.

Miss Sample's performance on the Verbal Reasoning Test suggests that she is likely to have a weaker ability to formulate logical (verbal) arguments than many staff. While she should be able to explain ideas she is familiar with without great difficulty, she is likely to experience difficulty if she is required to explain new material that she is not familiar with to others. While she should be able to learn routine verbal material without great difficulty, it is likely take her a little longer to do so than it would take many staff. Moreover, she is likely to have some difficulty grasping the logic of particularly subtle arguments and explanations. As a result, she is likely to gain most benefit from training and development programmes that are skills focussed and well structured. She might not be expected to gain great benefit from training programmes that require a high level of verbal ability and those which require the participant to learn and/or understand complex verbal material.

### Numerical Reasoning



The Numerical Reasoning Test assesses a person's ability to use numbers in a logical and rational way. The test consists of items which assess the candidate's understanding of number series, numerical transformations, the relationships between numbers and their ability to perform numerical computations.

Miss Sample's performance on the Numerical Reasoning Test indicates that she has a 'slightly below average' level of numerical reasoning ability when compared to the chosen reference group. This suggests that she is likely to experience somewhat more difficulty than many people in general level employment in perceiving the logical patterns and relations between numbers, in understanding the rules that govern these patterns and in deducing the consequences of them. An ability to work with numbers is therefore unlikely to be one of her particular strengths. She would be expected to experience some difficulty fully understanding complex numerical/mathematical concepts.

While Miss Sample should be able to carry out routine numerical operations with a fair degree of accuracy, she would be expected to have difficulty fully understanding the logic that underpins the more complicated numerical problems. However, once she has become familiar with routine numerical work she should be able to cope with this without undue difficulty. She should have sufficient numerical ability to be able to benefit from further training and development, if this is skills based and well structured. However, she might not be expected to gain great benefit from training programmes that focus on teaching fundamental mathematical/numerical concepts and principles.

## Abstract Reasoning

The Abstract Reasoning Test assesses the ability to understand complex concepts and assimilate new information outside of previous experience. The test consists of items which require the recognition of patterns and similarities between shapes and figures. As a measure of reasoning it is independent of educational attainment and can be used to provide an indication of intellectual potential. Assessing the ability to quickly understand and assimilate new information it is likely to predict how responsive to training the person will be.

Miss Sample's score on the Abstract Reasoning Test indicates that, with respect to the chosen reference group, she has a 'low' level of fluid or 'natural' (i.e., untutored) reasoning ability. This suggests that she is likely to experience significantly more difficulty than most staff (in general level employment) in correctly identifying logical patterns and relationships between novel material she has not previously encountered. She is similarly likely to experience more difficulty than most staff in being able to use pure logic (i.e., without calling upon other knowledge/information such as her vocabulary, knowledge of mathematical operations, etc.) to deduce the consequences of such patterns. As a consequence, she would be expected to have significant difficulty understanding abstract concepts which are outside of her routine experience. As a result, she is unlikely to benefit from further training and development programmes unless they are skills focussed. Moreover, she would be expected to have difficulty grasping any abstract concepts or complex logic that underpins the skills she has acquired.



## SUGGESTIONS FOR VOCATIONAL EXPLORATION

The following lists are based on Miss Sample's top occupational interests. She may wish to consider some of these jobs and find out more about them.

### Job recommendations for highest career interest area:

#### Administrative/Clerical Jobs

##### Jobs which have a high skill requirement:

- Solicitor
- Company (Chartered) Secretary
- Local Government/NHS Administrator
- Personnel Executive
- Executive Officer (Civil Service)
- Accountant Bank Manager
- Freight Forwarder
- Estate Agent
- Farm Manager

##### Jobs which have a moderate-high skill requirement:

- Administrative Officer (Civil Service)
- Librarian/Information Officer
- Personnel Officer
- Local Government/NHS Administrator
- Postal Executive
- Accountant
- Building Society/Bank Manager
- Insurance Claims Official
- Estate Agent
- Travel Agent/Tour Operator
- Farm Manager

##### Jobs which have a moderate-low skill requirement:

- Administrative Assistant (Civil Service)
- Local Government
- Clerical Officer
- Secretary/Personal Assistant
- Clerk/Typist
- Word Processor Operator
- Insurance Claims Official
- Personnel Assistant
- Library Assistant
- Bank/Building Society
- Cashier
- Farm Secretary

##### Jobs which have a low skill requirement:

- Clerk/Typist
- Clerical Officer
- Data Input Operator
- Bookkeeper
- Cashier
- Telephonist
- Receptionist



- Filing Clerk
- Warehouse Worker



## Job recommendations for second highest career interest area: Scientific/Investigative Jobs

### Jobs which have a high skill requirement:

- Teacher (Science subjects)
- Research Scientist
- Chemist
- Forensic Scientist
- Pathologist
- Microbiologist
- Medical Physicist
- Environmental Scientist
- Ecologist
- Veterinary Scientist
- Pharmacist
- Meteorologist
- Geologist
- Oceanographer

### Jobs which have a moderate-high skill requirement:

- Scientific Officer (Civil Service)
- Microbiologist
- Medical Physicist
- Laboratory technician
- Environmental Scientist
- Public Health Officer
- Physiotherapist
- Dietitian
- Teacher (Science subjects)
- Laboratory technician
- Medical Physics Technician
- Radiographer

### Jobs which have a moderate-low skill requirement:

- Laboratory technician
- Medical Physics Technician
- Radiographer

### Jobs which have a low skill requirement:

- You have expressed an interest in careers in the Scientific/Analytical area. However, this field requires specialised aptitudes which have not been measured. You may wish to consider the other career options listed.



## Job recommendations based on a combination of top two interest areas: Administrative/Clerical and Scientific/Investigative Jobs

### Jobs which have a high skill requirement:

- Pharmacist
- Archaeologist
- Curator (Museum/Art Gallery)
- Administrator (Scientific Research Establishment)

### Jobs which have a moderate-high skill requirement:

- Surveyor
- Administrator (Scientific Research Establishment)
- Laboratory Technician
- Trading Standards Officer
- Environmental Health Officer
- Food Technologist

### Jobs which have a moderate-low skill requirement:

- Surveyor
- Administrator (Scientific Research Establishment)
- Laboratory Technician
- Trading Standards Officer
- Environmental Health Officer
- Food Technologist

### Jobs which have a low skill requirement:

- Administrator (Scientific Research Establishment)
- Pharmacy Technician



## CAREER SEARCH TIPS: NEXT STEPS

In today's rapidly moving workforce, people must take responsibility for managing their own career. This next section is intended to help guide job seekers through their career search by outlining some useful activities to get them started.

### Step One: Information Gathering

Guide Miss Sample through the different careers that have been profiled in this report and decide whether or not they fit with her interests. To accomplish this, consider the following suggestions:

- Ask Miss Sample to set up as many information-gathering interviews she can with people who currently work in the job areas of interest to her. What day-to-day tasks do they perform? What specific skills or training do they have? What other experience do they have?
- Encourage her to take some time to have regular discussions with someone who works in an area of interest to her. This is one of the best ways to get a 'feel' for what a job might involve.
- Encourage Miss Sample to Develop a relationship with as many recruitment consultants who work in your area of interest as she can. Explore with her the opportunities exist for her and what employers typically are looking for in a candidate.
- Remind her to keep an eye on the employment section of local newspapers or job websites to gather information on job areas of interest to her. Ask her to keep a summary of the sorts of knowledge, skills, and abilities that employers seek. Many organisations now also have their own careers section on their website.
- Remind her to check the internet or employment section of newspapers for any upcoming job fairs. This is an excellent way of meeting organisational representatives and to learn more about any potential job openings.

An excellent online source for job information is O\*NET which Miss Sample can visit at <http://online.onetcenter.org>. O\*NET is an excellent source of occupational information, including the skills, knowledge, and abilities required for literally hundreds of roles.

### Step Two: Developing skills

Work with Miss Sample to take the time to list all the relevant skills she has, as well as those that she may need to develop further. Once the list is compiled, she might:

- Ask her to talk to her current manager about additional projects, committees or teams she could join to help develop her skills in specific areas.
- Have her consider any professional courses, training, or workshops she could do either through her current work, local College, or over the internet.
- Encourage her to volunteer her services for a community group in order to learn new skills.
- Encourage her to identify and work with a mentor or dedicated coach.



## Step Three: Keeping ahead of job search activity

- Remind Miss Sample that she can expect to sometimes have negative emotions during a long job search and it may seem difficult to remain positive. In such situations it is important to keep her spirits up by setting time aside to relax, do exercise, spend time with friends, and enjoy hobbies.
- Ask her to list all the people in her personal and professional network who can help her with her job search activity and help 'open doors'. Have her be clear on what she is looking for and the various ways in which her network can help.
- Remind her to be open to the possibility that her next job might be two or three part-time jobs or contract work. She will need to accept that the world of work has changed and not to shut herself off from opportunities.
- One of the main reasons people don't achieve their career objective is that they give up too early. Remind her that job searching is hard work, and every 'no' does take her one step closer to a 'yes'.
- Encourage her to explore and pursue every job lead, but to focus her time and efforts on quality leads.
- Help her work out a job search routine and stick to it. It will help her to stay motivated and focused. If she is unemployed she may find it helpful to structure her day by: developing a schedule and sticking to it, setting her alarm clock to get up, dressing like she would for work and concluding each day by planning the next.
- Remind her to be consistent in the amount of time she spends each week looking for a job. Regular effort is more likely to bring positive rewards.



# OCCUPATIONAL EXPLORATION GUIDE

This report aims to help Miss Sample identify satisfying occupations, by providing an overview of her work preferences and occupational interests. The steps below will guide Miss Sample through the occupational exploration process:

## Step One: Explore personal work preferences

Consider Miss Sample's personal work preferences, and list those which she may derive satisfaction from (e.g. working as part of a team, working outdoors)

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Identify elements of previous roles that have been particularly satisfying for Miss Sample

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## Step Two: Identify occupations of interest

List any occupations suggested within this report that appear to be in alignment with Miss Sample's work preferences identified in Step 1. Also list any additional occupations that she may be interested in exploring further.

| Occupation | Alignment with work preferences |
|------------|---------------------------------|
|            |                                 |
|            |                                 |
|            |                                 |
|            |                                 |



## Step Three: Research occupations of interest (photocopy as required)

To make an informed career decision, research the occupations of interest using a range of resources, such as: O\*NET (<http://online.onetcenter.org>), library, career centre, talk to people in the occupation, arrange a worksite visit, or explore industry websites.

|            |  |
|------------|--|
| Occupation |  |
|------------|--|

1. What are the key tasks, activities and responsibilities required?

2. What knowledge, resources, or specialised training is required to pursue this occupation? (e.g. qualifications, skills)

3. Consider the work environment. (e.g. shift work, travel)

4. Does the job fulfil your requirements? (e.g. salary, hours of work, location)

5. List the pros and cons of this occupation.

| Pros | Cons |
|------|------|
|      |      |
|      |      |
|      |      |
|      |      |



## Step Four: Create an action plan

Help Miss Sample develop an action plan to achieve her identified career goals using the framework below:

| <b>Objectives</b><br>What does she want to accomplish? | <b>Resources</b><br>How will she achieve the objective and what resources does she need? | <b>Target Date</b><br>When does she plan to achieve this objective? | <b>Measurable Results</b><br>How will her accomplishments be measured? (frequency and quality) |
|--|--|---|--|
|  |  |   |  |
|  |  |   |  |
|  |  |   |  |
|  |  |   |  |
|  |  |   |  |
|  |  |   |  |
|  |  |   |  |

**Example:**

**Objective:** I want to be a school science teacher

**Resources:** Obtain a Diploma of Teaching by enrolling at teachers college

**Target Date:** January 2012

**Measurable Results:** I will have secured a job as a science teacher