

Sam Sample

EXPERT

EXTENDED REPORT

OCCUPATIONAL INTERESTS PROFILE PLUS



POWERED BY

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REPORT STRUCTURE

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

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DISCLAIMER

This is a strictly confidential assessment report on Sam 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 Sam.

This profile arises from a self-report questionnaire 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, interests, abilities 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 Occupational Interests Profile Plus (OIP+) is a test developed for career guidance situations. The OIP+ is partially based on the pioneering work of John Holland in the area of general career themes, though also includes personality characteristics, which assesses how well suited individuals are to different environments. Thus, Personal qualities and career interests are presented in this questionnaire.



Career guidance requires advisors and respondents to investigate four areas which may affect career choices; these are work needs, career interests, motivation and skills. The results of the OIP+ can be combined with some brief form of reasoning assessment such as the General Reasoning Test or the Technical Test Battery to provide an insight into the respondent's abilities.



THE EXTENDED REPORT

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



FURTHER CONSIDERATIONS

To provide a more comprehensive view of this individual you may wish to also look at the following assessment:

Reasoning Test

The Reasoning Test 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.

Technical Test Battery (TTB2)

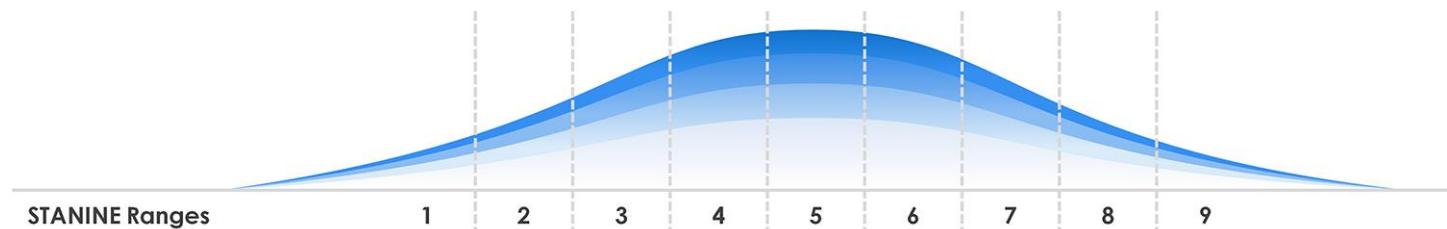
The TTB2 measures the core skills that are required for selecting and assessing staff for engineering apprenticeships, craft apprenticeships or technical training. It comprises three separate tests, each designed to assess a different area of technical ability. These areas are the ability to reason with mechanical concepts, the ability to manipulate three dimensional spatial relationships and the ability to quickly and accurately find a path through a complex two dimensional maze.

Clerical Test Battery (CTB2)

The CTB2 consists of four tests assessing a range of clerical aptitudes and skills. These are Verbal Reasoning (VER), Numerical Ability (NA2), Clerical Checking (CC2) and Spelling (SP2). The Clerical Test Battery can be used to either assess a specific aptitude or as a whole battery to produce a candidate profile.

REFERENCE GROUP (NORM) USED

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



The following norm was used to generate this report:

Test	Norm Used	Sample Size
Occupational Interests Profile Plus (OIP+)	Young People	3366



UNDERSTANDING THE CHARTS AND TABLES

Much of the information provided in this report is presented in the form of charts or tables, which is why it is important to be able to read them accurately and make use of the information contained within them. The following elements are used to present the data in the charts and tables:

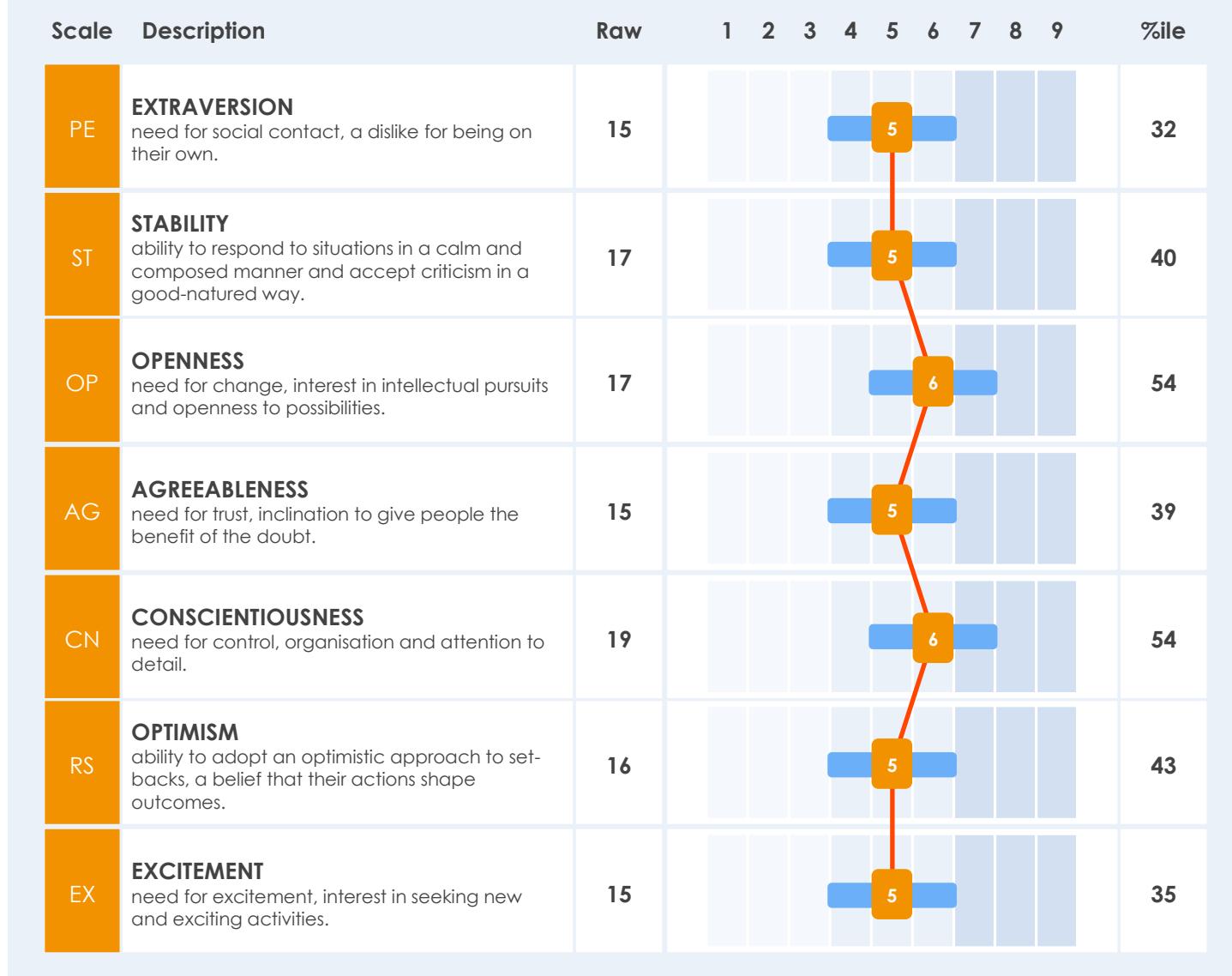
Element	Description
Raw	The Raw score is simply the (un-scaled) sum of item scores in the 'keyed' direction.
STANINE Score	The STANINE score is a standardised scale used to compare respondent results. The score has a Mean of 5 and Standard Deviation of 2. This score is presented as a 9-point scale in the results chart.
Standard Error of Measurement (SEm)	The Standard Error of Measurement is a measure of the range within which an individual's hypothetical 'true' score is likely to fall within 68% probability. It is presented as blue error bar surrounding the respondent's obtained STEN score in the results chart.
Percentile Score (%ile)	A value which reflects the percentage of people in a sample who score below a given raw score. This score is presented as a numerical value between 0 and 100 in the results chart.



PERSONAL WORK NEEDS

Below is a chart of Sam's personal work needs. Most people will be about medium in their needs and Sam's high and low needs are those which set him apart from others around him. The meaning of the chart is explained in the Personal Qualities section of this report.

PERSONAL WORK NEEDS PROFILE CHART





PERSONAL QUALITIES

INTERPERSONAL STYLE

His score suggests that Sam should be as sociable and outgoing as most people and should be equally happy working with others as he is working on his own. While he may enjoy the opportunity to discuss a problem with colleagues, Sam may also appreciate some time to work without distraction. While he is not a particularly shy person, Sam may sometimes like to slip into the background at social events. Not actively seeking the limelight, he may feel uncomfortable if suddenly made the focus of attention. Viewing himself as no more or less effective than others when communicating, he should still feel sufficiently confident bringing other people around to his views. His score is typical of someone who is neither a loner nor particularly dependent upon others. While he may not enjoy a job which involves continually meeting new people, he should appreciate some social contact.

As trusting as most people, Sam is however aware that people cannot always be taken at face value. Consequently, he should recognise the need to be relatively circumspect when dealing with people he does not know well. Not unduly suspicious or sceptical, he should have a realistic view of human nature; being neither too cynical nor too trusting in his relations. While he may be initially willing to give people the benefit of the doubt, Sam may quickly withdraw this trust if people take advantage of his good nature. On the basis of these results, Sam may be suited to roles that require placing trust in others, while still retaining a degree of caution.

Sam views himself as being a little more assertive than most people and, as such, should be capable of taking the lead in situations if he has to. While he should take care to balance his drive to get things done with an appreciation of other people's feelings, there may be times when he feels it is necessary to push for action. While Sam can be direct and to the point when necessary, others are unlikely to see him as being excessively confrontational or pushy. Going forward, Sam may wish to think about a career that provides management opportunities, although this is unlikely to be the most important motivator in his choice of job or career.

THINKING STYLE

Sam presents himself as a little more conscientious and detail-conscious than the average person. Believing it is important to have some self-discipline and self-control, he may be happy doing a job that requires adhering to established systems and procedures. Appreciating the value of forward planning, he is unlikely to act in an ill-considered, spontaneous manner. Feeling some sense of duty and responsibility, he should persevere with a task even if it is a little boring or repetitive. On the basis of these results, Sam should be suited to roles that involve working in a methodical and systematic way. In contrast, he may wish to avoid jobs that do not offer any scope for flexibility in his work routine.

Slightly more abstract in his approach to problem solving than the average person, others may view Sam as being very ideas orientated. While unlikely to reject concrete, pragmatic perspectives as lacking value, he may still be more inclined to think in theoretical terms. While he may be a little more interested in intellectual pursuits than many, people are unlikely to see him as having his 'head in the clouds'. Therefore roles that strongly emphasise an operational, hands-on approach, at the exclusion of conceptual, idea-making may not appeal.

He appears to be as cautious as most people, having achieved a balance between avoiding needless risks yet still appreciating the value of decisive action. As a result, Sam should be prepared to take a calculated risk where the odds of success are favourable. However, it is unlikely that he would be seen as a person who enjoys danger or tolerates unacceptable risk. On the basis of these results, an unstable career that involves considerable risk-taking while not ideal, could still be considered if the area of interest is of appeal.



COPING STYLE

Sam does not present himself as a particularly touchy or moody person although, like most people, he may feel stressed when under pressure. Being fairly secure and self-confident, he should be able to cope with the normal pressures and demands of life, but may not enjoy working under constant pressure. Like most people, Sam may experience some apprehension when faced with major life decisions. However, once the stress has passed, he should be able to recover his composure and 'recharge his batteries'.

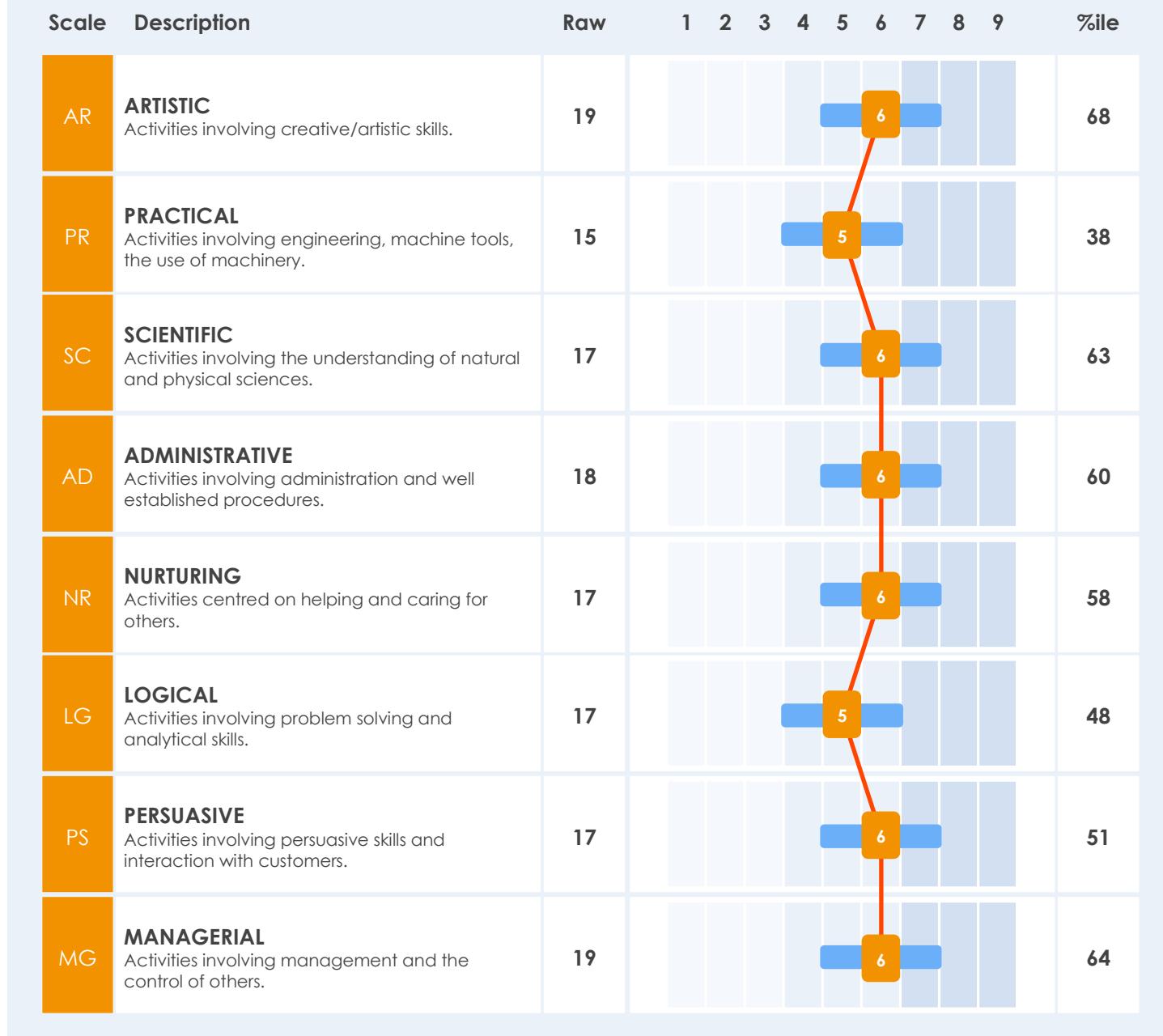
As optimistic as most people, Sam should initially approach problems in a constructive and optimistic way; being as likely as the next person to anticipate success. Approaching setbacks in a fairly positive way, he should nevertheless know when to cut his losses and admit failure. In line with this, Sam is likely to enjoy working towards an attainable goal, since he may become disheartened when people set unrealistic goals that result in repeated failure.



CAREER INTERESTS

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

CAREER INTERESTS PROFILE CHART





PRIMARY OCCUPATIONAL INTERESTS

The following list is based on Sam's top occupational interests.

ARTISTIC/CREATIVE

Activities involving creative/artistic skills.

Being moderately interested in creative, artistic activities Sam might enjoy literature, music, drama, and other cultural pursuits. Having an aesthetic sense that is a little more developed than most, he should appreciate art and good design. While he might be motivated to seek a career that enables him to pursue these interests, Sam should remember that ability as well as interest is critical for success in creative/artistic occupations.

As a result, he might also consider careers that, while not directly related to design or the arts, will still provide the opportunity for creativity. Potential roles include positions in advertising, marketing, or the media, as well as architecture, landscape gardening, web design, and interior design. Sam might also consider roles that are less obviously creative, but still provide room for creative expression, such as office work involving desk top publishing, editing, etc. or work in more practical areas such as make-up artist, hairdresser etc.

MANAGERIAL

Activities involving management and the control of others.

Sam profiles as having a little more interest than the average person in a career that involves managing people or resources, and should enjoy some of the tasks performed by people who work in general management. Typical tasks for someone with managerial responsibility include, managing, supervising, business planning, team development, staff motivation and the coordination of resources. Typically individuals do not step directly into a career in management without having already proven their technical competence at a lower level in an organisation, and have proven people skills.

Before selecting a managerial role, he should also consider the scope to combine his interests with his final career choice. For example, with an interest in art and design, Sam might consider managing an art gallery, or with an interest in science, he might consider managing a research lab. If interested in working in the service industry, a career in hotel management might also appeal, and if his interest in a caring profession is high, the management of a nursing home, or residence for the elderly might be an option.

SCIENTIFIC/INVESTIGATIVE

Activities involving the understanding of natural and physical sciences.

Sam shows a little more interest in science and technology than the average person. However, most people who are attracted to scientific and technical roles have a strong intrinsic interest in the natural sciences. As such, he might enjoy laboratory work, research, or other scientific roles. Sam might also consider jobs that have a less direct scientific or technical component to them if other aspects of the role has appeal (i.e., selling medical equipment, editing technical manuals).

ADMINISTRATIVE/CLERICAL

Activities involving administration and well established procedures.

Sam shows a little more interest in office based work than the average person. While he might not consider positions that explicitly revolve around filing, data processing, etc., he should not be averse to jobs that involve a component of administrative or clerical work; particularly if in an occupational area of interest. Given that many jobs in the modern work place have a significant clerical component to them, there should be a wide range of roles that Sam should find of interest.



FINANCIAL MOTIVATION

Financial motivation is an additional personal work need that moderates individuals' career choices. Below is a chart of Sam's financial motivation. Most people will be about medium in their needs and Sam's high and low needs are those which set him apart from others around him. The meaning of the chart is also explained in this section.

FINANCIAL MOTIVATION PROFILE CHART



WHAT MOTIVATES SAM?

Placing as much value on economic success as most people, money may be a motivating factor for Sam. While acknowledging that money cannot buy happiness, he may still appreciate some of the things that money can buy. As a result, he might need to balance the likely financial rewards of any career he is considering with the intrinsic value of his work.



SUGGESTIONS FOR VOCATIONAL EXPLORATION

The following list is based on Sam's top occupational interests. He may wish to consider some of these jobs and find out more about them.

VOCATIONAL SUGGESTIONS FOR SAM'S HIGHEST CAREER INTEREST AREA: ARTISTIC/CREATIVE JOBS

Jobs which have a high skill requirement:

- Architect
- Journalist
- Author
- Journal/Book/Newspaper Editor

Jobs which have a moderate-high skill requirement:

- Commercial Artist
- Photographer
- Art Teacher
- Musician
- Music Teacher
- Interior Designer
- Fashion Designer

Jobs which have a moderate-low skill requirement:

- Graphic Designer

Jobs which have a low skill requirement:

- Photographer/Photographic Technician



VOCATIONAL SUGGESTIONS FOR SAM'S 2ND HIGHEST CAREER INTEREST AREA: MANAGERIAL JOBS

Jobs which have a high skill requirement:

- Call centre manager
- Retail manager
- Hotel manager
- Correctional facilities manager

Jobs which have a moderate-high skill requirement:

- Restaurant manager
- Farm manager
- Customer service team leader

Jobs which have a moderate-low skill requirement:

- Retail team leader
- Hospitality shift supervisor

Jobs which have a low skill requirement:

- As there are no managerial positions which require a low-moderate skill level, Sam may need to explore what managerial experience he can gain in more junior (non-managerial) positions.



VOCATIONAL SUGGESTIONS FOR SAM'S 3RD HIGHEST CAREER INTEREST AREA: SCIENTIFIC/INVESTIGATIVE JOBS

Jobs which have a high skill requirement:

- Research Scientist
- Chemist
- Forensic Scientist
- Pathologist
- Microbiologist
- Medical Scientist
- Environmental Scientist
- Ecologist
- Veterinary Scientist
- Pharmacist
- Meteorologist
- Geologist

Jobs which have a moderate-high skill requirement:

- Scientific Officer
- Public Health Officer
- Physiotherapist
- Nutritionist/Dietician
- Science Teacher
- Physics Technician

Jobs which have a moderate-low skill requirement:

- Laboratory Technician
- Medical Assistant
- Radiographer

Jobs which have a low skill requirement:

- Pharmacy assistant
- Electrician
- Camera Operator
- Sound Technician



VOCATIONAL SUGGESTIONS FOR SAM'S 4TH HIGHEST CAREER INTEREST AREA: ADMINISTRATIVE/CLERICAL JOBS

Jobs which have a high skill requirement:

- Human Resource Executive
- Executive Officer
- Real Estate Agent
- Farm Manager
- Bank Manager

Jobs which have a moderate-high skill requirement:

- Administrator
- Librarian/Information Officer
- Accountant
- Insurance Claims Executive
- Real Estate Agent
- Travel Agent/Tour Operator

Jobs which have a moderate-low skill requirement:

- Administrative Assistant
- Personal Assistant
- Human Resource Assistant
- Library Assistant
- Bank Teller
- Postal Services Assistant

Jobs which have a low skill requirement:

- Data Entry Operator
- Bookkeeper
- Cashier/Checkout Operator
- Telephone Operator
- Receptionist
- Filing Clerk
- Warehouse/Factory Worker



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 Sam's job or career search by outlining some useful activity to get him started.

STEP ONE: INFORMATION GATHERING

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

- Ask Sam to set up as many information-gathering interviews he can with people who currently work in the job areas of interest to him. What day-to-day tasks do they perform? What specific skills or training do they have? What other experience do they have?
- Encourage him to take some time to buddy-up with someone who works in an area of interest to him. This is one of the best ways to get a 'feel' for what a job might involve.
- Encourage Sam to develop a relationship with as many recruitment consultants who work in your area of interest as he can. Explore with him the opportunities exist for him and what employers typically are looking for in a candidate.
- Remind him to keep an eye on the employment section of local newspapers or job websites to gather information on job areas of interest to him. Ask him 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 him 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 Sam 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 Sam to take the time to list all the relevant skills he has, as well as those that he may need to develop further. Once the list is compiled, he might:

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



STEP THREE: KEEPING AHEAD OF JOB SEARCH ACTIVITY

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



OCCUPATIONAL EXPLORATION GUIDE

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

STEP ONE: EXPLORE PERSONAL WORK PREFERENCES

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

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Identify elements of previous roles that have been particularly satisfying for Sam

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



STEP TWO: IDENTIFY OCCUPATIONS OF INTEREST

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

Occupation	Alignment with work preferences

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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
<input type="text"/>	<input type="text"/>



STEP FOUR: CREATE AN ACTION PLAN

Help Sam develop an action plan to achieve his identified career goals using the framework below:

Objectives	Resources	Target Date	Measurable Results
What does he want to accomplish?	How will he achieve the objective and what resources does he need?	When does he plan to achieve this objective?	How will his 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